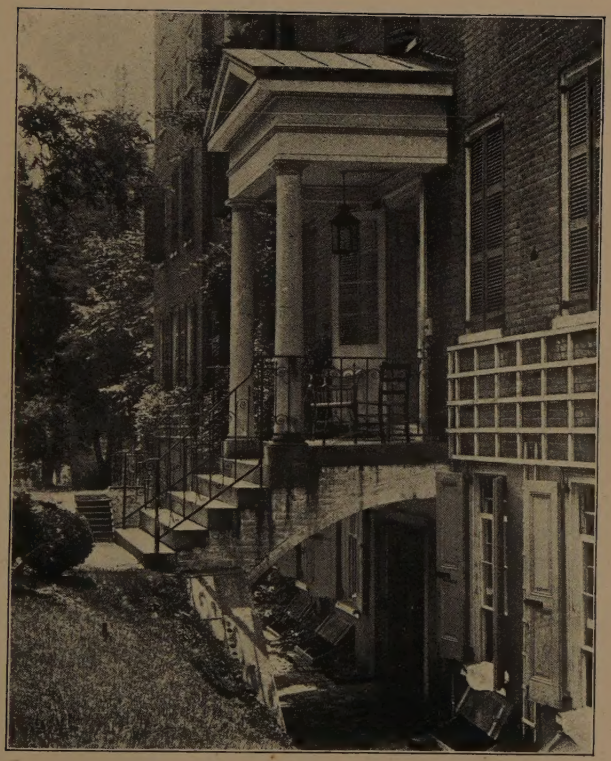
A CENTURY OF WESTTOWN HISTORY

1799-1899

Late 1865



The Old South Door.

W. F. P.

The Old South Door.

CENTENNIAL

HISTORY

OF

Westtown Boarding School

1799—1899

BY

WATSON W. AND SARAH B. DEWEES

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It is fitting to express the obligation due to Philip P. Sharpless and Gilbert Cope, both of West Chester, and James M. Price, of Philadelphia, for the use of early letters and memoranda, and to all who have contributed material for the book, and practical assistance in its preparation. It is particularly regretted that space does not permit the introduction of some account of Westtown games and pastimes, picnics, camp suppers, botanical and geological excursions, and all the varied phases of recreative and instructive outdoor life which form such a pleasant part of the experience of the Westtown student of the last few decades. It was the original plan to include such a chapter, and also a fuller description of Westtown as it exists in 1899.

The half-tone pictures will speak for themselves. The object has been to give a representative set of illustrations of both the old and the new building, with portraits of some of the officers, teachers, and a few others who have been prominently identified with the school, and it is again cause for regret that more could not be included.

The work has been constantly under the supervision of members of the Alumni committee, and it is proper to acknowledge their helpfulness, and especially the invaluable practical assistance of Davis H. Forsythe and Henry Tatnall Brown in bringing the work to completion.

WATSON W. DEWEES.
SARAH B. DEWEES.

WESTTOWN BOARDING SCHOOL,
FIFTH MONTH 6TH, 1899.

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HISTORY

OF

WESTTOWN BOARDING SCHOOL.

CHAPTER I.

THE CONCERN OF THE SOCIETY OF FRIENDS FOR THE GUARDED EDUCATION OF THE YOUNG. GROWTH OF THE BOARDING SCHOOL IDEA.

"We desire your in your several Monthly Meetings, to encourage and assist each other in the settlement and support of schools for the instruction of your children, at least to read and write, and some further useful learning to such whose circumstances will permit it; and that you observe as much as possible, to employ such masters and mistresses as are concerned, not only to instruct your children in their learning, but are likewise careful, in the wisdom of God, and a spirit of meekness, gradually to bring them to the knowledge of their duty to God and one with another; and, we doubt not, such endeavors will be blessed with success."—*Minutes of Philadelphia Yearly Meeting*, 1746.

IN oft-repeated and emphatic utterances similar to the above, did Philadelphia Yearly Meeting of Friends encourage its subordinate branches to assist individuals in procuring for their children the essentials of a good education. There was little said at first of anything more than ordinary school training,

but the two salient features always insisted upon were such an education as would fit for the duties of life, and that it should always lead up to and be combined with a fuller sense of man's duty to his Maker and his fellow-man.

This was no new object of concern to members of the Society of Friends, but from its earliest days had always been kept steadily in view. William Penn, at one of his first meetings with the council of the infant city of Philadelphia, had encouraged the starting of a school. Six years later "The Friends' Public School" was opened. The present Penn Charter School traces its origin to this, and points to a former charter granted by Deputy-Governor Markham in 1697 and confirmed by William Penn in 1711. Friends in the country had taken steps to secure the same advantages for their children. An old record from Delaware County, Pennsylvania, informs us:

"Friends now (1692) began to give their attention to the subject of schools. At a Monthly Meeting, held at Darby the 7th of the Seventh Month, it was agreed 'that Benjamin Clift is to teach scoole, Beginge y$_e$ 12th of y^e 7th m^o.; and to continue one whole yeare, except 2 weekes.' The annual salary of this worthy teacher, as appears by an agreement for employing him another year, was but £12. He probably boarded with his employers." —*Smith's History of Delaware County*, p. 183.

Year by year the sentiment grew stronger and more definite. Nowhere is the history of the growth of the educational idea written out in full, but the minutes of the Yearly Meeting furnish the best of evidence. Gradually the advices became more spe-

cific, including such details as the erection of houses, the establishment of funds, the procuring of residences for teachers with gardens attached, and the appointment of committees to oversee the schools. During the troublesome period of the Revolutionary War the large body of Friends which assembled annually in Philadelphia was engaged to send down a query to the various Quarterly Meetings, requiring specific reports once a year in regard to what they were doing for the education of their youth:—

"We also think it necessary that this weighty concern should, in future, become the continued care of the Quarterly Meetings by an annual query, that so the matter may rest on solid foundation, and every possible encouragement and assistance may be afforded to Friends in the settlement of schools, procuring masters, etc., through the whole extent of the Yearly Meeting."—*Minutes.*

Notwithstanding this persevering care, a minute of the Yearly Meeting in 1783 sounds a note of warning bordering on discouragement:—

"Though in divers places some care has been taken, schoolhouses built, and schools instituted under care of Monthly Meetings, importing a degree of promising progress; yet respecting other parts, it is acknowledged that little improvement has been made, not much having been done toward establishing permanent funds for the regular and liberal support of schools, under well qualified, discreet, and religious instructors."—*Minutes.*

However, by the year 1788 Concord was able to report three schools. Chester Monthly Meeting (Pa.) also had three schools, located at Darby, Haverford and Radnor. Doubtless also the stronger settlements in New Jersey had made some progress. Scarcity

of teachers was the greatest difficulty to be overcome, and this, with other conditions peculiar to a new country, retarded the educational development of the Society.

All these early utterances have reference to day schools and such establishments as might exist in various neighborhoods under the care of Quarterly or Monthly Meetings. In the course of time the minds of many Friends began to dwell upon the advantages which might result from a central boarding school under the exclusive care of the Society. We have seen that, notwithstanding rapid growth in membership and in material resources, there were still many neighborhoods without schools. If this was true in the thickly settled communities, it was much more so in straggling settlements. Besides this, in the vicissitudes of frontier and colonial life there were orphans, and the offspring of those in very limited circumstances, to whom Friends as a body felt that something was due. The idea steadily grew that the objects desired could best be secured in one central school. In it might be taught the necessary rudiments of an education, combined with some training in useful arts and occupations. It is well known in educational circles that the first half of the nineteenth century was fruitful in schemes for manual labor schools. The ideas which gave rise to these experiments were stirring in the minds of Friends at a much earlier period. Of two avowed objects, provision for the education of children of poor Friends and a guarded liberal education for the members

After the Snow-Storm.

generally of the Society, the first received by far the greater attention. It will be seen that nothing was accomplished until the second purpose came to the front, when the first was secured as an incident to it.

Possibly some of the country districts felt the need of schools more than did the residents in and about Philadelphia. Friends of south-western Chester County, constituting the Western Quarterly Meeting, seem to have labored long and arduously over the idea and really took some steps toward founding a school for their poor. As early as 1762 "some proposals in writing were essayed concerning the necessity and possibility of gradually laying a foundation in Chester County for a charity school or place of education, ... which motion was approved, and thought well to be kept in view." One Edward Thomas, a schoolmaster, who had this subject much at heart, at his death, in 1766, bequeathed a small legacy toward the foundation of such a school. George Churchman and John Milhouse were named executors, and the duty thus laid upon them increased the weight of a concern already having large place in their minds. Benjamin Hough, Jonathan Zane, Israel Pemberton, David Ferris and others were consulted, and the movement extended until some thought that the Yearly Meeting should take charge of it. John Woolman examined the plan, and gave his concurrence in writing. Some steps were taken by private individuals toward securing land in the southern part of Chester County. The troubles preceding and accompanying the American Revolutionary War, how-

ever, seem to have caused a nearly total suspension of active work. From 1768 to 1781 little was heard of the project. Many Friends lost heavily in property by distraint of goods for war taxes and the times did not seem favorable for introducing a new movement. But the subject was by no means forgotten, for Aaron Ashbridge, in 1776, bequeathed £300 for the encouragement of the schooling of poor children under care of the Yearly Meeting. Jonathan Zane, above mentioned, having a "lively animating prospect of the future benefits which such an institution, under the Divine blessing and with suitable regulations, might produce in the time to come," at his death, in 1778, left a generous legacy toward this purpose. This was in the darkest hours of the Revolutionary War. Other evidence is not wanting that the subject was kept alive in the minds of Friends. A document published in 1789, over the signatures of George Churchman and Jacob Lindley, after reviewing the past efforts, states that in 1781 "it was apprehended that a small degree of fresh light and strength appeared to move a little according to the prospect which opened about seventeen years before." In 1782 a beginning was made in Nottingham, Chester County, Pa. A lot of sixty acres was laid out for the purpose, a small house erected, a caretaker employed, and six children received. Several Friends from other parts of the Yearly Meeting were in sympathy with the project, but not perhaps actively associated in the management. The school never grew any larger. There was some talk of ap-

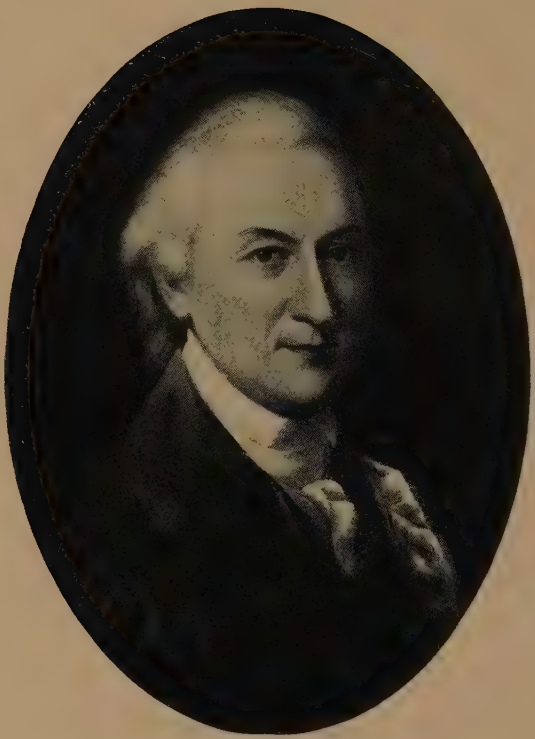
pealing to the Legislature for aid but nothing was done. George Churchman wrote many letters and watched with untiring industry over the infant institution. When it languished and the experiment was finally given up, he was ready to exert his influence in favor of any more feasible project.

Meanwhile a wider concern for the education of the youth of the Society under more guarded conditions was taking shape in the minds of many members of the Yearly Meeting. This was not for a charity school, but for an institution purely educational, in which, it is true, help might be extended to the indigent, but more especially one in which the influences should all be made favorable to the moral and spiritual growth of the pupils. Who first gave publicity to the suggestion, it is impossible to determine. Certainly the minds of a large number were turned in that direction. In a letter of George Churchman, in 1786, addressed to "Owen Biddle, Apothecary, the north side of Market St., Phila.," there is proof that the subject was already engaging his attention, and mention is made of a proposition which Owen Biddle had communicated during the previous year. George Dillwyn, traveling in England on religious service, seems to have borne on his mind the condition of Friends in America, and, among other things, had a sense of the possible good to be derived from a large school under care of the Society. Possibly he was uneasy that things moved so slowly. He wrote from Norwich, England, to a Friend in America, in 1786:—

"I am sorry to hear that the school concern gains so little ground in the Yearly Meeting, and fear it is owing to a declension in other respects. . . . . What dost thou think of a school in New Jersey nearly on the plan of Ackworth (only on a smaller scale), and to take in Friends' children of our three Quarterly Meetings, those in affluent circumstances as well as those who are not, the latter to be supported by a fund raised for that and the purpose of building a suitable house? I don't doubt but Friends would be raised up to take charge of it on principle. This of Ackworth is wonderfully blessed hitherto, and an occasion of admiration to all who visit it. I have thought much about it, and, if the proposal should take, believe I should think it right to do my part in setting it going."

Reference is made in the foregoing extract to Ackworth school. This excellent institution had been opened in 1779, under care of London Yearly Meeting, through the efforts and liberality of Dr. John Fothergill and others, and was beginning, as George Dillwyn says, to bear excellent fruit. Without doubt the example of the successful establishment of such a school was potent in ripening the concern in the minds of Friends in America. The charity element was more prominent in the organization of Ackworth than in its counterpart which finally grew up on this side of the Atlantic, but many of its features were reproduced in detail, as will afterward appear.

Conspicuous among the early advocates of the boarding school idea was John Dickinson, at one



ESSE QUAM VIDERI

John Dickinson

time Governor of Pennsylvania, afterward of Delaware, a lawyer of distinction, and a statesman and political author of prominence during the period of the Revolution and the formation of the Constitution. Though not born a member of the Society of Friends, he found himself much in accord with that body, and on many questions was engaged in work which brought him in close connection with its members. He was much interested in the proposition to establish a school under care of Philadelphia Yearly Meeting, and after some years of discussion and letter writing, when he thought the time was ripe for action, signified his willingness to assist by a contribution. When things moved more slowly than was agreeable to his views he was inclined to attribute it to a wrong view of education. "Some worthy persons," he says in a letter on the subject, "slight learning too much, because wonderful acts have been performed by illiterate men. It should always be recollected that these men were particularly called and qualified for particular purposes; no general inferences can be justly drawn from such instances. So assured am I that learning and religion will be found perfectly to agree together, that I think it the indispensable duty of those who revere religion to cultivate learning diligently in order to counteract the mischief flowing from its perversion, and to apply it to its proper use. . . . . Robert Barclay in his Apology remarkably recommends learning, including languages in this term, not that they are in themselves valuable, but that they may be the means of acquiring what is valuable."

The Friend who possibly had the clearest conception of the needs of the community, and was most useful in maturing the plan, was Owen Biddle, of Philadelphia. Voluminous correspondence with George Churchman and others, covering a period of many years, had attested his interest. The experiment at Nottingham met with his approval, but it did not satisfy him as to scope and aims. He saw in his mind's eye an institution, not a charity school, which should answer the requirements of the Society at large, in which those of limited circumstances might be assisted if necessary. Friends of Western Quarter had repeatedly called the attention of the Yearly Meeting to their concern and the attempt then making but way did not open for that body to move in the matter. Preparations were on foot in other quarters to memorialize the Yearly Meeting on the same subject. Owen Biddle, in communication with concerned Friends in various neighborhoods, performed the much needed service of unifying the fragmentary and rather indefinite ideas which were floating in the minds of many. In 1790 he published, in a vigorous pamphlet of fifty-two pages :—

A

PLAN

FOR A

SCHOOL

On an Eſtabliſhment ſimilar to that at ACKWORTH, in *Yorkſhire, Great-Britain*, varied to ſuit the Circumſtances of the Youth within the Limits of the

YEARLY-MEETING

For *Pennſylvania* and *New-Jerſey*:

Introduced with the Senſe of Friends in *New-England*, on the Subject of Education;

AND

An Account of ſome SCHOOLS in *Great-Britain*:

TO WHICH IS ADDED,

OBSERVATIONS AND REMARKS,

Intended for the Conſideration of Friends.

PHILADELPHIA:

PRINTED BY *JOSEPH CRUKSHANK*. M DCC XC.

This pamphlet, as its title indicates, includes a general summary of the views of Friends in New England as to the importance of a guarded religious training for the young; of the schools of Great Britain, particularly Ackworth; an inquiry into the condition of the youth of Pennsylvania and New Jersey, and the inadequacy of existing arrangements. It then unfolds the plan in detail and gives lengthy explanations of each feature and reasons for believing the project a feasible one. The general features were thus summarized:—

I. It has been thought advisable that a standing committee be appointed by the Yearly Meeting, vested with all the necessary powers to transact the business relating to this concern in its fullest extent; their proceedings and conduct to be subject to the direction and revision of the said Meeting, as it may think proper.

II. That a tract of good land of 1000 acres be purchased in a healthy situation, not too remote from the seat of the Yearly Meeting, where suitable buildings be provided or erected, according to the views of Friends, so as to accommodate the scholars and all others concerned on the premises, and the land occupied in such way as will best contribute to afford supplies to the scholars and promote the institution.

III. That it be recommended to Friends in the subordinate meetings to encourage a free, voluntary and liberal contribution for this purpose, which should be continued from time to time until a permanent and adequate provision be obtained.

IV. That regular minutes be kept of all proceedings and expenditures, with the sums subscribed or the estates granted, and which may be received or remain in reversion; with all other matters relative to, and for the support of, this establishment; so as to afford a clear view of the state of the institution and fund belonging to it; in order that proper endeavors may be used, and suitable advice extended from year to year, for the encouragement and support of the undertaking.

V. Besides useful learning, the boys and girls are to be instructed in such manual business and domestic employments of

every kind as may be consistent with Friends' prospects of usefulness and improvement, or redound to the benefit and reputation of the institution.

VI. In providing of buildings regard is to be had to such as may be necessary for tradesmen and others, whose assistance may be required, either for labor or the instruction and accommodation of the youth, according to the extent of the fund, as well as for the accommodation of those who may have occasion to resort to, or be resident at, the place; and it is to be observed that none be permitted to be resident there but such as are of sober, exemplary conduct, and pious conversation; that the youth may be instructed in such a way that there may be a rational prospect of their being preserved in innocence.

VII. That a steward and clerk, with a man and woman Friend to act as superintendents, be appointed; the two latter continually or occasionally to inspect into the state of the schools, the places of accommodation and maintenance of the youth, and report to the committee of the Yearly Meeting the state of things from time to time, extend the advice of the said committee with their rules and orders to all concerned, and see to the due execution of the same.

Upon the important question of the character of the school in contemplation, it is clear that Owen Biddle had in mind to provide for the great body of the Society. At the same time he fully recognized that if any individual needed help in the way of education, assistance could best be extended at a school of the kind proposed. He recognized, too, that the best of all assistance, far above ordinary money giving, was the bestowal of intellectual and religious training.

Retrospect differs greatly from prospect. Elementary as these suggestions now appear, they represented a great advance in the ideas of a century ago. Although the school, when finally started, did not follow precisely the lines indicated in the above-

described plan, it is plain that the publication of the same formed a rallying point for the fragmentary ideas which were everywhere afloat, and served to ripen and make effective the general concern resting upon the minds of Friends.

The publication of the pamphlet was received with warm approval by those who had the subject most at heart. Samuel Allinson, of New Jersey, after reading the "Plan" wrote: "The subject is, I think, deserving the attention of Friends. . . . . Let us, after doing what we can, remember in every good cause, 'He that believeth shall not make haste,' and that what is right and proper will in time be brought about." Tristram Needles wrote from Talbot County, Md.: "I should be glad the subject might come before the ensuing Yearly Meeting, believing that in this time of outward tranquillity something is required of us as a Society in this way, in order for the furtherance of the pure truth made profession of, but, sorrowful to observe, too little understood by many amongst us." George Churchman wrote: "I wish thou may be encouraged and feel strength to attend to the subject of the institution before thee, without postponing when any clearness appears. I have faith to believe a blessing will attend honest labor, and that benefit may arise therefrom to those yet unborn." John Dickinson read the pamphlet with pleasure, and made haste to reply: "I will confess that my heart is set upon its establishment. I dread being an enthusiast in anything, but where reason demonstrates the attainment of numerous and valu-

Distant View.
(North-west.)

able advantages for Society, the affections ought to be somewhat strongly interested." A little later he wrote again from his home in Wilmington, Del.: "I now send up the deed for the lot as our contribution. My wife and I purposed formerly that it should be made larger, but we have met with such difficulties in this business that we were apprehensive we might be called away before anything was decided. The lands in this State have, therefore, been appropriated to other purposes."

The deed above referred to was for "a lot of ground, seventy-nine feet in breadth, fronting on the east side of Seventh Street, near Market Street, Phila., and one hundred and thirty-two feet deep," to the following trustees, viz.: Nicholas Waln, Henry Drinker, Owen Biddle, David Evans, Sam'l Pleasants and Thomas Fisher. These were authorized to care for the property and use it in "promoting the establishment of an institution under the direction of the Yearly Meeting of Pennsylvania, New Jersey and Maryland, for the education of poor children somewhere in the country." It was the first large contribution for the purpose. John Dickinson lived to see and approve of the establishment of that to which he had thus given an impulse. He believed in a liberal education but his mind was particularly turned to the children of poor Friends, and he afterward required from the Yearly Meeting's Committee a written statement that his donation should be employed in accordance with his plainly-expressed wishes in this respect.

CHAPTER II.

THE PROPOSITION TO ESTABLISH A BOARDING SCHOOL CONSIDERED BY THE YEARLY MEETING. THE SITE SELECTED.

WE have dwelt at some length upon the growth of the boarding school idea in order to show how great was the work and with what effort the school was established. Doubtless there were others quite as much interested as those whose words have been quoted. Thus far, however, the concern had been that of individuals. No meeting in its organized capacity had as yet taken action or given official sanction to the enlarged scheme. The time had now come for something more definite. In the Fourth Month of 1791 the subject was regularly introduced to the attention of the Monthly Meeting of Friends of Philadelphia (now usually spoken of as Arch Street Monthly Meeting). A committee was verbally appointed to confer with Owen Biddle and others. Two months later a cautiously favorable report was made, which led to the consideration of the subject by a joint committee of the three Monthly Meetings of the city, and next year by Philadelphia Quarterly Meeting. Thus by natural stages the matter was recommended in the summer of 1792 to the Yearly Meeting. Here the subject rested for two years some-

what to the disappointment of those persons whose minds were already prepared for action. Possibly this delay was owing to the prevalence of yellow fever in the city in 1793, which affected the size of the meeting and occupied the minds of Friends. At the Yearly Meeting of 1794, under date of Ninth Month 30th, the following minute was made :—

"The matter respecting the establishment of a Boarding School (brought up from Philadelphia Quarter in 1792) in order to encourage a guarded education of our youth, under the superintendence and care of this meeting being now entered upon and considered : as the Subject appears weighty, and the meeting not being prepared to determine or result thereon ; in order to open and throw light on the proposal, it is judged best that a committee be appointed to investigate and digest the same, who after having had a conference with such friends as have for a length of time had this concern on their minds are desired to report their sense and judgment when prepared."

A Committee of fifty-four Friends was named, and it is fair to presume that Owen Biddle, George Churchman and others who had cherished this plan for years, were active in placing their views before this influential body. Of their meetings we know nothing except from results. Three days later, at the same session of the Yearly Meeting, they presented the following report, which was approved and became the basis of subsequent action :—

"In pursuance of our appointment we have carefully attended to the concern brought up from the Quarterly Meeting of Philadelphia in the year 1792, relating to the establishment of a Boarding School : it appearing that by many Friends in that and other Quarterly Meetings, prospects had been entertained of extensive advantages to our Religious Society to be derived from one or

more such Institutions, in some suitable place or places in the country within the limits and under the direction and care of the Yearly Meeting, the use and benefit thereof to be confined to the children of Friends: and that divers members of those Quarters, many of whom have had this subject ripening in their minds for a number of years past, have by donations and subscriptions secured the amount of about £5000 to be applied to the promoting such an establishment, when the Yearly Meeting shall take the same under its care and patronage.

"On our taking the subject into deliberate consideration, we are united in sentiment that an Institution of the kind proposed, if managed with religious care and circumspection, may tend to the prosperity of Truth by promoting the real good of the rising generations: We do therefore recommend the said proposal from the Quarterly Meeting of Philadelphia to the patronage of the Yearly Meeting, and propose that a committee thereof be appointed to consider and digest a plan and rules for the government and management of the house, school and other parts of the economy: to receive contributions from those Friends disposed to encourage such an establishment, with authority to purchase lands, erect houses and other conveniences, out of the funds which may come into the hands of such committee, who after having prepared a plan of rules and regulations for the well being and right management of the Institution, should submit the same to the sense and judgment of the Yearly Meeting: and that such committees, as may from time to time be appointed, should render a general account of their proceedings to that meeting annually.

"Which is submitted to the meeting, and signed on behalf and by desire of the Committee by

"Joseph Potts,
Thomas Gaskill,
Daniel Smith,
Robert Kirkbride.

"Philad., 10th mo. 2nd, 1794."

With the adoption of this report and the recommendations contained in it, the Yearly Meeting was committed to the establishment of a school, and the further care must be left to a Committee. The first

appointment consisted of forty-seven men and seven women Friends as follows:

Henry Drinker,	Samuel P. Griffiths,	George Churchman,
Owen Biddle,	William Jackson,	Joseph Sansom,
John Drinker,	Humphrey Marshall,	John Cox,
Thomas Fisher,	John Jones,	John Wistar,
Jesse Foulke,	Joshua E. Pusey,	Benjamin Swett,
John Shoemaker,	Samuel Howell,	John Reeve,
David Cumming,	Thomas Stewardson,	John Collins,
Joseph Potts,	John Field,	Joseph Shotwell,
Robert Kirkbride,	Thomas Morris,	Britton White,
William Blakey,	Warner Mifflin,	William Hartshorne,
John Stapler,	John Needles,	Henry Clifton,
Sam'l Smith (Bucks),	Robert Moore,	John Morton,
Samuel Canby,	Benjamin Clark,	Nicholas Waln,
John Pierce,	Peter Ellis,	Sam'l Smith (Phila.),
Roger Dicks,	John Hoskins,	Jonathan Evans, Jr.,
Josiah Bunting,	Caleb Carmalt,	Catharine Howell,
Rebecca Jones,*	Mary Hough,	Deborah Field,
Mary Pleasants,	Sarah Waln,	Margaret Hart.

The Committee as thus constituted was eminently representative in character, and included in its number those in whose minds the subject had taken most definite shape. By additions and reappointment it has been practically a continuous body for more than a century. Its first meeting was held on the evening of Tenth Mo. 3rd, 1794, in the old Fourth Street Meeting House.†

* "Men Friends have handed us for communication here, their proceedings and progress as far as they stept in regard to the establishment of a Boarding School, and as they apprehend a committee of women Friends might be useful, Rebecca Jones (and others as above) are nominated on this occasion."—*Minutes Women's Meeting, Tenth Mo. 4th*, 1794.

† This building has been removed, and its site is now occupied by an extension of the Forrest Building in Fourth Street below Chestnut Street.

Thomas Morris was appointed clerk, Thomas Fisher, treasurer, and a committee of two from each Quarterly Meeting was named to solicit and receive additional subscriptions.

The task to which this body of Friends now directed their efforts was one of no trifling importance, and of peculiar difficulty. They could cite no precedent or profit by no experience. Two of their number, it is said, had visited Ackworth, and there is yet in existence a complete copy of the Ackworth rules which one of the Friends obtained for use in moulding the new institution. Owen Biddle was right, however, when he said in his pamphlet that this model must be "varied to suit the circumstances of the youth within our limits," etc. The discussions of the Committee must have been very interesting; but of these we know almost nothing. Their official proceedings are matters of record, and of these free use will be made, especially in the earlier part of the following narrative. While it is not possible to reproduce the discussion which ran between the lines of these official records, we may be sure that no body of men and women ever worked more devotedly than they. It was unrequited labor throughout. There was no profit to be made, no individual gain to be secured. It may be doubted if any school was ever originated and cherished by a greater outlay of unselfish labor than that which was now shaping through the efforts of a representative Committee of Philadelphia Yearly Meeting.

The question of location was naturally one of the

earliest things to be settled. In the first meeting of the Committee the subject was introduced and a definite proposition made. In anticipation of this time, some who had the subject much on their minds had already taken action. Thinking they had discovered a very desirable location, they had purchased a tract of land, probably to forestall any exorbitant price in case it should be selected. They now proposed Langhorne Park as a site for the school. This was a tract of some four hundred and fifty acres, situated on the Neshaminy Creek, a few miles from Bristol, in Bucks County, Pennsylvania. A delegation of fourteen Friends, afterwards increased to twenty-one, was sent to view this spot and report their judgment concerning it. They were also authorized to "view any other places thought more likely than the above mentioned to answer the purpose." A farm in New Jersey, midway between Haddonfield and Moorestown was among the places considered by this Committee.

On Fourth-day, the 17th of Twelfth Month, 1794, the Committee met in Philadelphia to hear the report on the subject of the proposed location. The entries on the minutes are very brief but we know that there must have been many delicate and troublesome questions to adjust.

Knowing how difficult it is to reach a conclusion in modern times, we may readily assume that it was none the less so then. An adjournment was made to Seventh-day of the same week, possibly to allow of hasty visits to some of the locations mentioned. On

that day the various possible situations were described. The sub-committee had most inclined to a farm in Westtown Township, Chester County, belonging to James Gibbons, and in their final report, submitted at an evening meeting on Seventh-day, recommended this site to the General Committee. It was finally approved, and immediate steps taken to perfect the bargain and secure the title. The tract in question lay upon and near the course of Chester Creek, and included about six hundred acres of land. In William Penn's original map of the province of Pennsylvania, it is shown to have once been the property of Gideon Wilcox, but for many years it had been in possession of the Gibbons family, the present occupant being the third James in succession residing upon it. The mansion house occupied a site very near to that of the present farm house. It is a singular coincidence that the spot about being selected as the home for an educational institution should already be connected in the popular mind with the idea of scholarship. There is reason to believe that James Gibbons was warmly interested in the proposition to establish a boarding school, and chose to assist the enterprise in his own way by naming a low figure for the farm. A character so interesting, and thus connected with the early days of the school, merits some attention in these pages. The following extended notice of James Gibbons is taken from Futhey & Cope's "History of Chester County," pp. 565–6:—

"A member of the Society of Friends, and a non-combatant,

James Gibbons' Mansion House.

he retired from all public service at the outbreak of the Revolutionary War; but in private affairs he was a valuable and honored citizen. At his residence, on his plantation, he opened a private school for instruction in the French, Latin and Greek languages, and several of the young men of the county, who afterwards became honorably distinguished, were among his pupils. When disputes arose among his neighbors, they were generally referred to him for settlement; and in open quarrels he was the peacemaker of his township. His judgment and advice were rarely appealed from, even when they involved rights of property. His services as a surveyor were in frequent requisition, and many of the deeds and wills executed in Chester County were prepared by him. About the year 1780 he removed to Philadelphia, where he opened a classical school on Pine Street below Second, which was largely attended. But he soon grew weary of city life, and returned to his ancestral home.

"There is little in the daily life of an unostentatious Christian countryman that can furnish material of much interest to those who are not of his own family, and yet the influence of such men is the silent power which, more than any other instrumentality, elevates the character of the society in which they live. No man of his time did more for his neighbors by the mere force of his excellent example than James Gibbons. Resolute, fearless and self-sacrificing, no selfish considerations stood in his way if any good work called for the support of good men. One anecdote will illustrate his character in this respect. It was once the custom among the farmers of Chester County, while the work of the harvest was going on, to provide rum or spirits for the refreshment of the harvesters. The effect of this was bad in every respect, for every man and boy asserted his right to his ration of rum; and from this use of rum came profanity and quarrels, and habits of drinking that made drunkards. James Gibbons determined to break loose from the custom, and announced that no rum should be used on his plantation. He had a large quantity of wheat to cut. In those days they used the sickle. He could find no reapers. No man would work for him without his customary rations of rum. All the wheat in the county had been gathered but that one field, in which James Gibbons and his little boy were at work, making but a slight impression upon it. 'What are you going to do with your wheat, friend Gibbons?'

inquired a young farmer, who was riding by. 'Oh,' he answered, 'my son and I will gather what we can, and the fowls and birds will take care of the rest.' The next day the neighboring farmers invaded his place with their teams and rakes and sickles, and the crop was saved. There was no difficulty after that in excluding rum from the harvest-fields of Chester County.

"He was very well known among the people as a man of great learning. While the British army was yet in the county, after the battle of Brandywine, some officers were one day making themselves merry at a wayside inn where James Gibbons frequently stopped, when passing, to water his team. They were criticising the ignorant country boors who were engaged in the rebellion against their king, and running the inn-keeper pretty severely, who happened at that moment to see James Gibbons at some distance driving up the road. Turning to his guests with assumed indignation, he said, 'I'll wager twenty pounds that the first farmer that drives past this house can speak more languages than the whole kit and crew of you put together.' 'A bet,' they cried, and the money was staked. Soon after, James Gibbons stopped as usual, and one of the party, saluting him in French, was civilly answered in the same tongue. Another, in very bad Spanish, asked him if he was a Frenchman, and he answered, in very good Spanish, that he was born in Chester County, and had never been in France. There was a pause in the conversation, and, putting their heads together, a quotation was aimed at him from one of the 'Satires' of Horace, and they found, to their amazement, that this plain-looking farmer was a good Latin scholar. By this time the farmer perceived that he was on trial, and he put them completely to rout by a volley of Greek, which none of them could understand. The happy inn-keeper won his bet, and the Chester County farmer went his way, little suspecting that this odd trial of tongues had cost the enemy twenty pounds.

"A well-educated officer in command of a foraging party from the British army entered the residence of James Gibbons, and found him in his study. Saluting him rather familiarly, and looking at the shelves well filled with books, he remarked, 'You are a clergyman, I fancy?' 'No, I am not,' was the reply. 'A doctor, perhaps?' 'I am not a doctor.' 'Pray, then, what is your profession?' 'I am a Chester County farmer.' The stranger, meantime, was thumbing over some of the books, and

answered, 'But these are not farmers' books!' 'What dost thou know about them?' James Gibbons inquired. 'Oh,' replied the stranger, 'they are old and familiar friends.' A long and very pleasant conversation ensued on the subject of education in England and America, and when the stranger rose to take his leave he extended his hand and said, 'This has been the most agreeable hour I have spent in your country. I did not expect to find classical scholars in the woods of America.' The party retired from the farm, leaving his property untouched. But it was thoroughly pillaged by others before the invaders left the country.

"A British officer having met with James Gibbons after the battle of Brandywine, and surprised at his linguistic knowledge, expressed the opinion, in a letter written home to England, that it would be in vain to prolong a struggle with men who, owning the soil, themselves drew from it by the labor of their own hands an independent subsistence, whilst they cultivated literary pursuits and classic tastes."

The negotiations were proceeded with, and transfer of title finally made. The original surveys in Pennsylvania were not always accurate, and a re-survey was now insisted on by James Gibbons, to determine the exact amount of land. He appointed himself surveyor-in-chief, and the tract, which had always before been assessed at 591 acres, was shown to include 596 acres and 124 perches.* The whole amount paid by the Committee was £6083 6*s.* 8*d.* = $16,222.22. This cost was somewhat increased by expenditures necessary to secure the undisputed water right of Chester Creek, since the stream in its course crossed the line of adjoining farms. Thus was acquired the generous domain which now belongs to the school, and thus was settled the location. The experience of a

* It was not until many years afterwards that a more careful survey established the fact that the farm contains a small fraction less than 600 acres.

century has justified the action which placed the school among the hills of Chester County, in a section justly admired for its great natural beauty and healthfulness of climate. The question of a name for the school might be said to have settled itself. William Penn's original map of the Province of Pennsylvania shows *West-Towne*, *East-Towne*, *Goshen*, etc., among the names of townships thus early recognized. The minutes of the Committee always spoke of "The Boarding School at Westtown." The inmates of the school adopted the name *Weston*, it is said, from the name of the poet Cowper's home in England. For many years that spelling and pronunciation were generally used, but there is no evidence that the Committee ever gave official sanction to the change. In time the original spelling re-asserted itself, and became fixed. From the Boarding School at Westtown, the transition to Westtown Boarding School was both easy and natural.

CHAPTER III.

BUILDING A HOME.

THE location having been agreed upon, preparations for building were commenced. A tenant was engaged for the farm in order that some income might be derived from the cleared portion. Edward Churchman was the first incumbent. Out of the abundant woodland must come all the lumber for the buildings. At the time of the purchase only a small portion of the farm had been cleared. Not only that which is timbered at the present day, but much of that which has since been brought under cultivation, was then covered by a dense growth of forest trees of a size and age now represented by a few trees in the "South woods." A contract was made with one Silas Greene "to cut out of the woods such timber as shall be requisite for a sawmill, frame and finish the millwright work in a masterly manner." Workmen were also engaged to attend to other parts. During the summer of 1795 the sawmill was completed. The dam was near the northern boundary of the farm, where its remains may yet be seen; the race may be traced around the western base of Walnut Hill, the site of the mill is plainly marked, and the miller's house is now used as a tenant house. During the winter of 1795–6 numerous logs were

cut and hauled to this mill, and from it came almost all the lumber used in the early years of the school.

On the 17th of Eighth Month, 1795, the General Committee met at the farm to inspect the improvements. Only twelve out of a possible forty-seven were present. Many important questions claimed attention. On the 18th, the number having increased to fifteen, the subject of the erection of a suitable building and the determination of an exact site were under consideration. The minutes state that "they viewed the eminence north of the old mansion, remarkable for the fine prospect it affords, its situation, aspect for garden and general properties rendering it a desirable spot for the buildings to accommodate managers, teachers and pupils, in which sentiment there seems a general uniting."

Doubtless the Committee found the accommodations at the mansion house scarcely adequate for fifteen guests. There is mention of some repairs to be made, and the women Friends of the Committee "are requested to procure, as early as they can, two good feather beds, bolsters and pillows, and two good hair mattresses with bolsters and pillows, together with the necessary coverings, for the accommodation of such of the committee, men or women, who in attending to the duties of their appointment may be occasionally at this place. And in order that our said women Friends may be more particularly informed and better prepared to judge of such other services as may properly fall on them by visiting the farm, etc., it is further desired that they may attend

George Rhoads' Meadow.

"The cattle in the meadow run
Stood half-leg deep."

Chester Creek Bridge on the Station Road.

the committee of men Friends previous to our next Yearly Meeting."—(*Minutes, Eighth Month, 18th,* 1795).

At the Yearly Meeting in the Ninth Month of 1795 report was made of the progress up to that time. It was stated that the subscriptions in aid of the undertaking aggregated about £10,000, some in land and some in money. Philip Price, Jr., William Savery and others, eight men and nine women, were added to the Committee. Two sittings of the Committee were held in the evenings of the week of Yearly Meeting, and the minutes were read from the very beginning in order to inform new members and those who had been prevented by distance from attending many of the meetings.

The work at Westtown progressed slowly but steadily. Many subjects required attention. There were some cart tracks and wood roads running irregularly across the farm, much used by the public. One of the early transactions was to secure the laying out of a new road on the eastern boundary, to extend from Marlborough Street Road* to the Goshen Township Road.

At right angles to this road an avenue was

* One of the older roads of Chester County, in part, it is said, laid out by William Penn, from East Marlborough to London Grove. When extended to Philadelphia it formed the southern boundary of Westtown. The name Marlborough Street Road was shortened to Street Road, which name it still bears. Street Road Post-office and station were established about the year 1858, at the intersection of this road with the West Chester and Philadelphia Railroad, and the name changed to Westtown about 1878.

opened and orchards planted on each side of it. Many years later the avenue was widened and shade trees planted. For the present, however, it was little more than a narrow country road. The orchards, especially that on the north, grew into usefulness, and the last of the trees did not disappear until 1870. The avenue was from the first an object of interest. Stages from Philadelphia approached the school in that way, and those who thought upon the matter at all probably considered it the public entrance. When, in the Eleventh Month of 1795 a sub-committee was sent out to locate the middle point of the main building, they were instructed to place the centre point exactly opposite the contemplated avenue, so that the front would be at right angles to it. There exists at the school an interesting sketch showing this proposed frontage, with the boys' and girls' grounds in the rear of their respective wings. Other counsels prevailed before the building was finally commenced, and a front to the southeast was agreed upon, and all later structures have followed the same general lines.

Extensive preparations were made during the summer of 1795, but the building was not actually commenced. A brick-kiln was started and a contract made for 500,000 bricks. A barn was built near where the greenhouse now stands. Various outhouses were erected and arrangements made for the accommodation of workmen. There was a plentiful supply of good building stone on the farm, and also of clay suitable for making bricks.

Ground was broken in the spring of 1796. The

Down the Lane.

sub-committee intrusted with the oversight of the building operations were: David Evans, Jonathan Evans, Thomas Morris, Philip Price, Jr., Daniel Thomas, Samuel Canby, James Marshall, John Talbott, Eli Yarnall and Abram Sharpless. Those of the members who lived in or near Philadelphia had a carriage or horseback ride of twenty miles in order to get to the scene of their labors. Progress was necessarily slow. People of a later day, accustomed to contract work, aided by railroad transportation, machinery and mill-work, cannot readily form a clear conception of the difficulties presented in the closing years of the eighteenth century. The Committee in charge had many trials, but chief among them was the want of money. Some donations had been in land, and these could not at once be converted into cash. The treasurer of the Committee obligingly continued to pay bills long after the available funds were exhausted, but there came an end even to this method. In the report to the Yearly Meeting in the autumn of 1796 the Committee call attention to the fact that with the exception of some foreign contributions nearly the whole of the funds thus far obtained came from the city of Philadelphia. Steps were taken to encourage subscriptions from all the meetings of the Yearly Meeting. It must have been gratifying to the Friends laboring in the cause that helpful hands were reached to them from across the ocean. Particularly was this true of two generous donations which came early from Ireland, one from John Dawson Coates, of Dublin, and one from Rob-

ert Grubb, of Clonmell. These were not the only instances of the kind but were at a time when assistance was peculiarly acceptable.

The report of 1796 was accompanied by a set of "*constitutional rules*" which had been agreed upon by the Committee. These rules were printed and appended to the subscription lists, so that all might know in general terms the plan of management. They followed the general outline presented by Owen Biddle in his "Plan" some years before. They provided for a Committee subordinate to the Yearly Meeting, for a superintendent to carry out the views of the Committee, for meetings for worship at the institution on First and Fifth-days, and other details of general interest to possible patrons of the school.

At the Yearly Meeting in 1797 report was made that the walls of the building were up and the roof nearly completed. An interesting contemporary account of the progress of the work is found in a private letter written by Owen Biddle. It appears that John Dickinson and wife had desired to see the improvements, and the letter (omitting family affairs) relates chiefly to their visit. The parties met by agreement at the house of James Marshall at Concord, whence they made an early start for Westtown.

Owen Biddle to his son John Biddle.

PHILADELPHIA, 10th mo. 20th, 1797.

* * * We have had an agreeable ride over the school plantation, in company with our dear friends John and Mary Dickinson, their lovely daughters Sarah and Maria. * * * From

Concord we proceeded to the school farm, through a rough, stony and hilly country, which made the ride a little unpleasant; but the beauty of some views on the way, with the salubrity of the air, made amends for the badness of the roads, and perhaps it might have prepared the minds of our company to enjoy with a better relish the improvements they found at the farm. These greatly exceeded our expectations, and our friend John Dickinson particularly, after reviewing the premises generally, said it was with him as it was with the Queen of the South, and even that more than half had not been told him.

We showed him the barn, which he viewed throughout, and all the apartments of the mansion-house above ground, the spring-house, smoke-house and out-houses, and went through most of the first and second stories of the large new building, which afforded him a pleasing gratification, and induced him to express his approbation of Friends' conduct, and that under their management, with a blessing, great and extensive benefits would result therefrom to the youth of the Society for generations to come.

After he had satisfied himself in viewing the buildings we took him over most of the farm and to the improvements at the saw-mill, and then back along the road through the woods, which gave him a tolerable view of the plantation and the works generally, which really appear to be on such a scale as to invite attention of people of other religious societies as well as our own members, and we hope will tend to the reputation and advancement of truth. Upon the whole, the opportunity afforded by this visit to our friend and his amiable family was to our mutual satisfaction, and perhaps may turn out an additional benefit to the institution.

As I was in some manner instrumental in obtaining our friend's handsome donation to the school, I considered myself bound in duty to wait upon him to the farm that he might see the manner in which it was to be appropriated, and be satisfied.

OWEN BIDDLE.

By the autumn of 1798 there began to be an air of finish about the building, suggestive of early occupancy. Needful furniture was being prepared

in Philadelphia. Also the aid of women Friends of the Committee (who do not seem as yet to have attended any of its meetings) was enlisted to make out schedules of numerous articles judged necessary in the household management. Many things were contributed by families in the city and elsewhere, for this purpose. Mention should be made of Rebecca Jones in this connection. She had been much consulted in planning the building and in arranging the rules for the government of the household, and now she was particularly active in providing these minor but none the less needful details. Pewter ware in great variety, having gone out of use in many families, was still stored away. Rebecca Jones interested herself in collecting articles of this kind, which were sent to her house by wheelbarrow loads. These utensils, some in their original form and others remodeled, were placed at the service of the institution.

The yellow fever was raging in Philadelphia in the autumn of 1798, and it was found impossible to secure meetings of the Committee except by adjourning to a point in the country. The Yearly Meeting in the Ninth Month adjourned, probably without transacting any business, until the middle of the Twelfth Month. Money difficulties greatly increased, but temporary loans were secured and the work was pushed to completion. One detail after another came up for settlement. The price of board and tuition was fixed at £24, equal to $64* per year.

* All the early accounts of the institution were kept in pounds, shillings and pence, Pennsylvania currency, one pound being equal to $2.66⅔ of Federal currency.

As the house neared completion, an object of grave concern was the total absence of applications for positions as teachers and caretakers. Five months before the date fixed for the opening of the school, there was not a teacher engaged or any one definitely in view as likely to be useful in carrying on the educational work of the institution. The Yearly Meeting of 1798 called the attention of Friends by minute to this subject. It was not until the 15th of Second Month, 1799, that Richard and Catharine Hartshorne, of Rahway, N. J., under a sense of religious requiring, offered themselves as superintendents without expectation of money compensation. Their offer was thankfully accepted. They served one year only, but were very valuable in establishing order and determining the many questions which arose in the early days of the school.

In due time also, one after another, teachers were secured, so that the friends of the movement looked with increased confidence to the time when the prospective household might be brought together. In a concern of such novelty and magnitude, with neither experience nor established custom to aid them, it is pleasant to believe that most of the officers were animated by a feeling of religious duty, and might with confidence rely upon Divine guidance in many narrow places where mere human wisdom would surely have failed them.

CHAPTER IV.

THE OPENING OF THE SCHOOL—BRIEF ADMINISTRATION OF RICHARD AND CATHARINE HARTSHORNE.

ONE hundred years, the time covered by the existence of Westtown Boarding School, is a brief period in the history of the world, but marks great changes in the progress of a youthful nation. In 1799, when Friends were looking forward to the opening of this school, the United States had been ten years a nation under its new constitution. There were sixteen states included in the Union. Philadelphia was the capital, and here resided John Adams, the president, now in the second year of his administration.

In that same year, the time of holding the Yearly Meeting having been changed to the Fourth Month, report was then made that the buildings were in such a state of readiness that it was proposed to open the school for the reception of pupils on the sixth of the Fifth Month, 1799. At this time, also, the following circular of information to parents was issued. It was the forerunner of many such circulars, and a perusal of it will show the care and attention thus early bestowed upon many details of the student's outfit :—

INFORMATION

For Parents, and others inclining to send Children for Education to Friend's boarding school at West-Town.

It is agreed by the committee of the Yearly Meeting that the School be opened for the admission of twenty children of each sex on the sixth day of the fifth month next. The first twenty of each sex on the list to be first admitted.

Applications for admission of Children (none of which are to be allowed under eight years of age) must be made either to the *superintendent at the School or to the Treasurer for the time being, who, in cases which appear doubtful, are to consult as many of the committee as can with least inconvenience be collected. The Superintendent is to forward to the Treasurer such applications as shall be made to him and agreed to; the Treasurer on receipt of sixteen dollars (the price of one quarters tuition and boarding,) together with a notification of the name and age, also the certificate of a Physician that the child is in health and particularly free from sores or infectious disorders, shall grant a bill of admission. A like sum is to be paid to the Treasurer on the entrance of every succeeding quarter, and considered the property of the Institution whether the child stay the time out or not.

No child is to be admitted for less than twelve months; and two months notice is to be given to the Superintendent by any Parent or Guardian proposing to remove a child or children from the School.

No children shall leave the house without permission from the Superintendent; and should any be taken away by Parents or Guardians without such permission, their places shall be considered as vacant, and they not re-admitted but upon renewed application and satisfactory concession. No child is to be brought to the Institution nor taken away therefrom on the first day of the week.

The children are to bring with them the following articles of cloathing.

BOYS	GIRLS	
Six shirts,	Six shifts,	Three Frocks or Habits,
Four pocket Handkerchiefs,	Three short gowns,	Four aprons,
Four pair of stockings,	Six neck handkerchiefs,	Four pocket handkerchiefs.
Two pair of shoes,	Two pair of pockets,	Three night caps,
Two hats,	Four pair of stockings,	Two pair of shoes,
Two suits to consist of coat waistcoat and trowsers or breeches,	Two worsted upper petticoats, One flannel do.	Two linnen under petticoats, Bonnets, cloak, and mittens.

The girls are also to bring with them a pair of Scissors, Thread-case, Thimble, Work-bag and some plain sewing or knitting to begin with.

Each child to bring also a large and small tooth comb and cloaths bag, which latter as well as their cloaths to be marked with the Initials of their name and the number of their bill of admittance. If the cloathing be not sufficiently plain as to colour or shall require much washing it shall be returned, but if the *make* only be exceptionable it will be altered and the expense charged. All the cloathing sent, to be strong and substantial. Remnants, the same as the cloaths sent with the children, will be acceptable to repair them.

To prevent inconvenience the Parents or Guardians are not to supply their children with money, or printed books. Such of the latter as are judged proper for them will be furnished by the Committee.

4th Month, 11, 1799.

*The present Superintendent is Richard Hartshorne and the Treasurer Thomas Fisher.

A list had been established at the office of the treasurer in Philadelphia and already there were applications for the admission of seventy-three boys and sixty girls. It was the conclusion of the Committee to receive twenty of each sex at first and, when these had become somewhat accustomed to the routine of school life, to admit ten more of each sex monthly until the school was full.

At the appointed time the school began to assemble.

John Forsythe left his home and family at Birmingham, five miles away, and undertook the principal care of the boys. He was joined by Alexander Wilson a few weeks later. Elizabeth Bellerby and Phebe Cox were the first teachers for the girls. Two men and three women Friends of the Committee attended the opening.

We have no contemporary account of the way in which students were transported, but we know that they used private conveyances, mostly accompanied by parents or other relatives, travelling by easy stages from one friend's house to another, dropping in by ones and twos during the sixth and seventh of the month. Probably most came in the old-fashioned chairs of the time, each with an equally old-fashioned hair-covered trunk tied on behind, and with sundry belongings under the seat or otherwise bestowed about the vehicle. Less baggage was required in those days, it is true, than is now deemed needful; but on the other hand, they were going for a prolonged stay, with no vacations in prospect, and with little expectation of frequent visitors from home. Many approached the school through the newly-opened avenue to the east. Turning in from the public road, they drove along a wagon-track much cut up with recent heavy hauling and scarcely settled after the spring rains, among stumps which disputed with them the right of way, and thus approached the school. On the left was at first an open field, but on the right solid woods. Peering through the opening in front, they soon could see the solid brick building, substan-

tial and plain, rising above the piles of unused material. There seemed to be no entrance. John Forsythe, it is said, rode once around the building before he could see any opening by which to approach it. With pardonable exaggeration it might be said that things were in a "frightful state of incompleteness." People did get in, however, and it would be deeply interesting to know more of those eventful days, when most of the forty pupils were arriving and finding places in the new institution. Busy days they doubtless were, as it is scarcely possible that even the most careful foresight had provided every needed arrangement, and many times the officers found their ingenuity taxed to secure the most efficient adjustment of the resources at hand.

Though at first the rooms seemed large and bare, and the halls resounded strangely to the tread of youthful feet, all gradually became more or less familiar and homelike. It was spring-time, the period of flowers and birds and bursting buds. Probably most of the children were accustomed to out-door life and rejoiced in the rapid change going on around them. Had it been mid-winter, there might have risen a wail of home-sickness which in some way would have echoed down the century. William Evans, of Philadelphia, was No. 20 of the first admissions, and an extract from his published "Journal" throws some light upon the conditions then existing:—

"In the Fifth month, 1799, the boarding school at Westtown, instituted by our Yearly Meeting, was opened for the reception of scholars, and I was one of the first twenty admitted there, my

brother Joseph also remaining a few months. It was quite a novel scene, and required time before a proper system of order and government was established. Everything seemed in a crude state; the yards not laid out and regulated, shavings and chips from the hewed timber and the shingles, the woods grown up very thick with bushes, so that it was difficult to get through them, all contributed to give the whole a rude appearance. All this made work and amusement for the boys, who employed themselves under the supervision of the teachers in burning up the great beds of shavings, cutting openings for walks through the woods, and making arbors with seats to recreate themselves in during the warm weather."

It was not until the second summer that the authorities became uneasy with the want of circulation of air. Heavy woods surrounded the house in most directions, especially the south and east. Abram Sharpless and Philip Price, Jr., were instructed to have an avenue or vista thirty feet wide opened directly opposite the front door on the south. At a later day this was widened to admit of still freer circulation, and at the same time afford a better view.

While we have no similar record to the one above quoted of the part assumed by the girls in the completion of the work about the institution, it is fair to presume that they, too, were doing their share, and in various essential ways were leaving their womanly impress upon the unfinished Westtown.

After a period of one hundred years, it is difficult to obtain an insight into the household arrangements and daily life of the school. At first the galleries were used as collecting rooms. A few years later rooms on the first floor were used for that purpose. In them were benches without backs, on which the

Vistas through the South Wood.

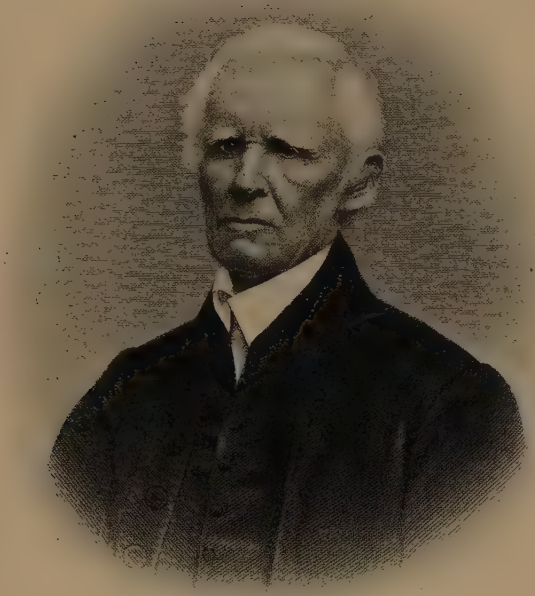
children sat closely side by side, without desks. The common dining-room in the basement was doubtless furnished in a simple manner; the tables, scrupulously clean, without covers. The pewter plates and porringers, now so much coveted, were then the chief furnishings of the tables. The porringers were made at the school and remodeled as they became worn. Both were gradually replaced by more modern ware and finally became curiosities, precious in proportion to their scarcity. The seats were long rows of stools without backs, fastened to a common base, and up to the time of demolishing the old building, many of them were still to be seen.

According to arrangement, additional pupils were admitted until the number was considerably above the estimated capacity of the house. By mid-winter, there were one hundred of each sex at the school, and another hundred applications pending. The Committee concluded to enroll no more names until the list was exhausted. The mere process of enrolling the names, it was said, "raised expectations which cannot in reasonable time be answered." Children were not admitted for less than one year, but sickness or other reasons caused some to leave sooner. Each vacancy was filled by the next on the list.

Additional teachers were of course needed for the rapidly growing family. Ann Thomas began her work in the Seventh Month, Elihu Pickering in the Eighth, Ann Bacon in the Tenth, Rebecca Budd and Enoch Lewis in the Eleventh Month. There

were frequent changes in the force of teachers; most of those mentioned remained but a short time. Enoch Lewis deserves more than a passing mention, for this was the beginning of an extended career of usefulness in connection with the school.

He was a young man when he first taught at Westtown, but already he had something more than a local reputation. His first term of service was for eight years. Twice, at later periods, he was engaged as teacher for shorter times, and later still was on the Committee. He was a man of decided character, possessing great intellectual force and unusual attainments, especially in mathematics. His works on algebra and trigonometry were widely used. He was a pronounced abolitionist, a supporter of the "Underground Railroad," much interested in the welfare of the Indians, and withal a sincere and devoted member of the Society of Friends and much engaged in its various concerns. The practical good sense of Enoch Lewis, impressed upon Westtown in the formative stage, doubtless was largely influential in determining its character and establishing many of its customs.



Enoch Lewis.

CHAPTER V.

ADMINISTRATION OF JOSHUA AND ANN SHARPLESS, 1800–1811.

RICHARD and Catharine Hartshorne felt released from further service at Westtown about the beginning of the year 1800. For a few months members of the Committee took turns in supervising the work of the school, but such an arrangement was not likely to be satisfactory for any considerable length of time. In the Fourth Month, Joshua and Ann (Trimble) Sharpless moved from their farm in Birmingham to assume charge. Joshua Sharpless was the father of Nathan Sharpless and Martha (Sharpless) Jefferis (Superindendents 1836–1843), grandfather of Aaron Sharpless (Superintendent 1869–1874), and great-grandfather of Elizabeth (Sharpless) Smedley (Matron 1896– ——), a family widely known in the management of the school. Both Joshua and Ann Sharpless were highly useful in their respective positions. It will be convenient to treat their term of service somewhat as a whole; first, as to the outward concerns and gradual expansion of the school, and then as to the daily life and occupation of the teachers, pupils, and caretakers.

When John Forsythe left his family and came to Westtown as a teacher, it was understood that a home would soon be provided for him. A small frame

house was erected on the south side of the avenue. The present Forsythe Cottage is an enlargement and extension of the original structure. Little mention of its erection is made on the minutes of the committee, hence it is conjectured that the expense may have been borne by private individuals. Its first occupant did not long remain, but the building became an integral part of the establishment.

Another building was projected about this time. The recollection of yellow fever visitations was still fresh in those years, and some scarlet fever experiences in 1800–1801 strengthened the idea that the school should have an "Infirmary." The women of the Yearly Meeting took the matter in hand and raised money for the purpose. The plan was approved by the Committee, and a location fixed on the avenue nearer the school than Forsythe Cottage. The building, which is of stone, was commenced in 1801 and finished in 1803. The plan was for two nurseries, which might be used in emergencies, or when there was danger of contagion. It was, in fact, so used on one or two occasions, but the expense of keeping up a separate establishment and the diminished demand, as sanitary knowledge increased, led to its disuse for that purpose. The house became a residence for teachers, and the extra rooms were utilized as lodging-places for the members of the Committee when on duty at the school. Both this and Forsythe Cottage were at times occupied by the tailor or the shoemaker, two very important functionaries in those years.

The Stone House.

When the saw-mill was erected on the north end of the farm in 1795, something was said about making it also a grist-mill, but if anything was done, the undertaking was not successful. Difficulty was experienced in getting the wheat ground for so large a family. In the winter of 1800–1, a stock company was formed to erect a grist-mill at a point nearer the school, and the present mill came into existence. The original company were Caspar Wistar, John Talbot, Richard Strode, John Roberts, Eli Yarnall, Philip Price, Jr., Cheyney Jefferis, John Shoemaker, Jr., Nathan Sharpless, Abram Sharpless, Charles Shoemaker and Jesse Reese. They entered into articles of agreement with the trustees acting for the Westtown Committee, by which it was stipulated that the stock of the company should never be sold to any persons except such as were approved by said Committee, and that the Committee might at any time acquire complete ownership at the end of any year, by giving three months' notice and paying a sum determined as the articles themselves provided. The incorporators in turn were to have the right to timber and stone from the farm, and were to charge the usual toll for grinding. The mill thus erected served a useful purpose. One by one the shares were bequeathed or sold to the institution. In the course of fifty years the company ceased to exist, but the mill and the miller's house, erected in the same way, remain a permanent possession of the school.

An improvement in the boys' quarters was made by the addition of a play-shed enclosing their pump, and

extending eastward from the north end of their gallery. This was completed about the year 1809. The fence around the yard was also subject to change. At one time, under a generous desire to enlarge the territory open to the boys, the fence was pushed some distance into the woods north and east. A little later it was found that there was a tendency among the boys to gravitate to the farthest corner and that disorders sometimes arose, hence the yard was reduced in size. The vegetable garden on the south front and west of the girls' wing was at one time separated by a strong fence from the narrow limits assigned to the girls. Afterward the fence was removed and a walk was opened by which the girls could pass quite around and across the garden. Three times around and once across was said to make a mile. To the boys the dense woods presented tempting scope for amusement of certain kinds. In it they built their huts, and at seasons stored their supply of nuts. Such a thing as an open playground did not exist for either sex, and little did the boys and girls of 1800 forecast the spacious grounds provided for out-door life and exercise which the students of 1899 so much enjoy.

Internally the school had its trials. The utmost care of the Committee was needed to conduct the money affairs and prevent a deficiency. The price of board and tuition was changed from $64 to $84 per year, and back to $64 in the process of adjustment. A memorandum in the nature of a pay roll, probably used by Joshua Sharpless in 1802, is still in existence. At that time nearly or quite all

the employees were Friends. It will be noted that the matron was not yet among the salaried officers :—

Superintendent, Joshua Sharpless, £120.
Mathematics and Arithmetick, Enoch Lewis, £120.
Writing and French, Elihu Pickering, £100.
Reading, Latin and Grammar, John Comly, £100.
Writing and Arithmetick, John Baldwin, £100.
Taylors, { Thomas Dent, £50.
Jonathan Lamborn, £45.
Shoemakers, { Isaac Hoopes, £45.
Isaiah Dilwin, £40.
Carter, Thomas Frier, £40 10*s.*
Assistant baker, Samuel Collins, £36.
Woodchopper, John Miller, £36.

Matron, Ann Sharpless.
Nurse, Elizabeth Porter, £19 10*s.*
Reading and Grammar, Ann Thomas, £30.
Arithmetick and Grammar, Rebecca Budd, £30.
Sewing and Grammar, Martha Barker, £30.
Houskeeper, Martha Sharpless, £30.
Assistant, Edith Sharpless, £19 10*s.*
Tayloress, Hannah Dilwin, £19 10*s.*
Baker, Sarah Sharpless, £19 10*s.*
Table layer, Susanna West, £19 10*s.*
Chamber Maides, { Susannah Dunn, £19 10*s.*
Mary Dunn, £19 10*s.*
Washers and Ironers, { Ann Forsythe, £19 10*s.*
Rachel Yarnall, £19 10*s.*
Lydia Williams, £19 10*s.*
Dish washer, Sarah Dickinson, £13.

In one of the early minutes it was hoped "that any member of the standing committee having a concern to give up a portion of time to be spent at the school for the furtherance of good order and decorum amongst the children there, be encouraged to offer themselves to the acting committee for this end." Thomas Scattergood at one time remained at the school for some months (see letter on p. 86), aiding in the labor of instruction. By his advice and religious exercise as well as by his active assistance he did much to uphold the hands almost ready to hang down.

It must be felt by all that the Committee did not spare themselves. When discouragements increased, when sickness forced them to close the school temporarily, when some evidences of insubordination amongst the boys caused them uneasiness, while they endeavored to arouse others, they strove all the more earnestly to reach for themselves the true source of all spiritual strength.

"The minds of Friends were turned to the general state of the school, so far as relates to *morals*, *manners*, and religious education of the youth; and it being apprehended there is ground to fear that the improvement of the rising generation, so much desired, and which this institution, as one means, was originally designed to promote, is not advancing in such a degree as to afford a satisfactory prospect to many concerned minds, it is hoped the importance of this deeply interesting subject may claim the weighty consideration of Friends generally; and that we of the committee to whom the concern of the Yearly Meeting has been more particularly intrusted may solidly ponder and carefully examine how far our duty has been performed, that should a greater portion of our time and more earnest exertion

The Mill.

of endeavors be pointed out to individuals, it is desired that a faithful dedication of talents in a cause of such importance may be rendered, under a hope that so benevolent a work will be rewarded with the comfortable enjoyment of true peace."—*Minutes*.

The following extracts from the minutes and reports of the committee further show the religious concern which was maintained :—

9*th mo.*, 1805 : "In the evening a season of solemn religious waiting with the scholars, teachers, and various caretakers was experienced, in which the minds of some of the committee were qualified by Divine Goodness to communicate pertinent counsel, calculated to encourage the superintendent and teachers in the performance of their arduous duties and the children to submit themselves to wholesome discipline."

3*d mo.*, 1807 : "We can inform the meeting that an improvement in salutary order and discipline has been pleasingly observable, and an encouraging hope revives that as the exercise which led into this undertaking for the advancement of the youth in piety and virtue is singly kept to, the propitious eye of Divine regard will support under the various difficulties and trials with which this and other works of righteousness are frequently assailed."

Perhaps no one subject caused more trouble than the scarcity of teachers, especially for the boys. There were no vacations, and any rest or change secured by them must be by turns. The pay was meagre, and there seemed few who were either fitted or drawn to devote themselves to the work. Assistant teachers, then called "apprentices," were now first proposed as a means of lightening the labors of the principal teachers, and as likely to lead some to qualify themselves for future usefulness in that line.

Exceptions were also made as to the time limit in favor of those pupils who signified an intention of following the profession of teaching.

From the busy superintendent, everybody's friend and universal helper in time of trouble, charged with the care of all duties which did not plainly belong to others, even to extracting the teeth of the children on occasion, to the equally busy teacher performing the daily round of duties, and at night leading the procession of children toward the chamber, preceded by half a dozen older pupils bearing tallow dips, all found themselves busied with many cares, and often obliged to work with what would now seem but very imperfect appliances and poor accommodations.

The care of the pupils between schools devolved upon the teachers in rotation. This duty was arduous, and the difficulties were probably increased by the changes of caretakers which this system implied. It was inevitable that, however conscientious all might be, the children realized the change from one to another. Since upon the teacher in "care" devolved many of those minor duties so essential to the welfare of a large company of young persons, it is not surprising that many of the trying experiences of the teachers, in early times, were connected with this portion of their duties. In after years it was found expedient to secure uniformity in the exercise of this care by the employment of persons specially for the service.

Another consideration is strongly impressed upon one who makes a study of this period of Westtown

Some Westtown Relics.

history. Added to this ever-present question of the scarcity of teachers, there was also, with some, a little feeling of disappointment that the school was necessarily somewhat primary in its work. When no boys were allowed to remain after they were fifteen, there was one inevitable result. Good as the school was, the Committee devoted much thought to plans for the extension of the work of education beyond the Westtown limit. Possibly the historian of Haverford School will find in the following, the first recognition of the need of that institution:—

"The weighty and important object of endeavoring to make suitable provision for the education of lads of riper age than those admitted to Westtown, having claimed deliberate attention, and the minds of Friends present appearing to be generally united in solicitude that the way may rightly open therefor, the subject is in consequence referred for future solid attention." (*Minutes, Sixth Mo.*, 1807.)

Afterward the subject was referred to Samuel Smith, Jonathan Evans, Thomas Scattergood, Eli Yarnall, Peter Barker, Isaac Bonsall, Philip Price, Jr., Samuel Bettle, George Dillwyn, Thomas Stewardson and Thomas Morris for careful consideration. On the 8th of Twelfth Month, 1807, they reported as follows:

"It appearing expedient that some mode be adopted for the education of young men who are advanced beyond the age limited in the rule for admission at Westtown, it is proposed that endeavors be made to obtain a building of suitable size, with from four to ten acres of ground, at a distance of from ten to twenty miles from Philadelphia. That the number of pupils should be about thirty, to be enlarged as circumstances and the prospect of utility may favor. The branches to be taught should

be such as will not only afford an opportunity for advancement to knowledge of mathematics or the useful sciences, but that our views be much directed toward completing the qualifications of young men for instructing children in other necessary parts of literature. That the price of board and tuition be regulated by the expense and labor attending, but that if our resources will admit of it, that all due encouragement be given to such whose circumstances will necessarily limit them to a less expenditure." (*Minutes.*)

When Haverford School, now Haverford College, was actually founded, less than thirty years after, it conformed in many particulars to the plan above outlined. There are reasons for thinking that the subject was not forgotten, but that there is a connection between this early agitation and the final establishment of Haverford.

Westtown in 1810.
(*Ideal sketch.*)

CHAPTER VI.

THE SCHOOL AS IT WAS IN 1810.

IT is time to give a more definite view of the school as it was known in the latter part of its first decade. Customs were becoming somewhat established. Our members began to refer to Westtown as in a certain sense fixing the standard in educational affairs, and its friends could point to several years of successful work. The building itself had put on something of an air of completeness. The Lombardy poplars planted on its immediate front had grown rapidly, and, if they did not afford shade, they at least broke the monotony of the plain, square structure and destroyed the evident newness of everything.

The school building, shown in the cut, was one hundred feet in length, fifty-six feet in width, and three stories high. A basement contained the dining-rooms, kitchen and laundry arrangements. The girls' chamber occupied the entire third floor, while the boys slept in a long, narrow attic room beneath the steeply sloping roof. A gallery for each sex, afterward lined with cupboards, extended at right angles from the rear of each end of the house. As previously stated, these galleries served as a place for collections. A long bench extended down each side, and

the whole school could sit on the two forms. An old rule says, in reference to the boys:—

"The seat of each boy in the gallery shall be numbered, *over* which he is to hang his great-coat that he wears in common; his shoes, shoe-brushes, and black ball to be placed on the shelf *under* it. Such as have two great-coats or hats shall keep the best in the proper places in the lodging-room."

There were no wash-rooms, but pumps in the yard furnished water, to which the children carried their basins, and took turns before the spout. Morning ablutions in winter were probably quickly performed. One pump was in the space where, later, the boys' bath-house stood; another in the same relative situation at the opposite end of the house, used by the girls, was sheltered by the erection of a shed around it.

The substantial south porch, shown in the illustration, was the chief entrance to the building. An arch thrown over the area supported it. Seen from its steps, through the vista to the south, was a beautiful view, always one of the charms of Westtown. Within the portals, to the right was the office, sometimes called the library, for in one of its cupboards was contained, after 1805, the beginnings of the Westtown library. In general the room was the superintendent's office and the place for the book-keeper. On the left was the reception room. Through all the transformations, those two rooms retained their original name and use as long as the building remained. The hall did not extend through the house but terminated at the main east and west hall. Directly in front was the girls' collecting room, furnished with benches

View from Old South Door.

without backs. It was warmed in winter by a ten-plate stove, with a chalk mark around it on the floor, nearer than which girls were not expected to go. Turning now to the left, toward the girls' end of the house, on the right was the sewing room, the door opening into the gallery, and the chamber stairway; on the left, the arithmetical room and primary department. The doorway at the end of the hall, which, in later years, when the building had been extended, opened into the new collecting room, now led directly to the girls' bounds.

Returning to the central point and passing eastward, upon the left there was a private room for the superintendent, and a small room appertaining to the boys' department in which delinquents came to take their seats, and sometimes to be punished with the rod, so universally resorted to, both in the homes and in all schools of the time. Farther east was the gallery door and the boys' stairway. On the right was at first the boys' arithmetical room, but when the gallery was found too inconvenient for collections and Bible readings, this became a collecting room. It also was furnished with benches without backs. In after years it was divided into a parlor for the boys and a governor's room. The one school room in the basement was the boys' primary.

On the second floor, the meeting room in the centre of the house formed the dividing line between the boys' and the girls' territory. It did not extend to the north wall, but there were two small school rooms adjoining it back of the ministers' gallery. Other

school rooms, not easily identified by number, occupied the remainder of the second floor. Some yet living can recall that a hundred and twenty or more of each sex seemed to fill the building to its utmost, even after it had been extended thirty-five feet both east and west. How that number lived with comfort in the original building is a puzzle which one imaginary visit does not readily determine. It is true, however, that all the requirements of living in those times were much more simple than now. School children could bear more crowding in the days of trundle-beds and smaller houses, and it should be kept in mind throughout this early history that, by comparison with the homes and surroundings from which the great majority of the children came, Westtown accommodations were ample and abundantly comfortable. The scattered bits of available information concerning the early life at the school, reveal homely ways and primitive simplicity, which have a charm and a lesson all their own. The Westtown world of to-day knows them not and misses something thereby.

The reader may peruse the descriptions of old-time customs with a smile on his lips, but let him also keep in mind the true proportion of things. One hundred years ago life was everywhere conducted in greater simplicity than now, and the new Westtown, so dear to scholars of the present generation, is the child of that parent school, wherein the sweetness and dignity of simple sincerity filled the daily life, and out of whose doors came the men and women who made the Westtown of to-day possible.

As would naturally happen, some members of the large Committee did not clearly understand the workings of the school. Among the papers of the acting-committee is a very full and complete statement of the system of classification in use in the early years of the institution. Apparently it was intended for the information of those who knew the school only in a general way. Arbitrary and artificial as this sounds in these days, it is easily seen that there were elements of flexibility in it, and indeed a modification of this same scheme of classification lasted down to quite modern times. Long hours and hard work were universal in 1800–1810. Early rising and an hour of school before breakfast, supper at dusk and an hour of school afterward, at least in winter, were not thought unreasonable requirements. The study of grammar was general, and practice in reading and writing daily for all classes. In mathematics the system approximated the "individual" method of very recent times. The subjoined statement is worth a careful perusal. No date is attached, but it evidently belongs to a period not far from 1810:—

1. The whole number of boys is divided equally, and nearly according to size, into two schools, one of which is in the room No. 10 and the other in No. 22; and when new scholars enter the boarding school, they are placed in that room that may have the fewer scholars in at that time. In these schools are taught spelling, arithmetic and the mathematics: but before any scholar engages in the latter study, he undergoes an examination in the presence of all the masters, and is considered suitably qualified.

2. Both of the schools are divided into an equal number of classes of six scholars each; and at the opening of the business in the forenoon, the first class from each room goes to the writing

school in No. 9. The number of scholars under the care of the writing master at one time is therefore twelve; when these have received their share of his attention, they return to their respective schools, and the second class from each room takes their place. Then the third classes and so on until the whole number of boys at school has received their daily portion of instruction; about one-half of them in the forenoon, and the other in the afternoon.

3. In the same order they attend the reading master in No. 23. The two classes that go first to writing school in the morning, go first to reading school in the afternoon; the second classes next, etc., so that all who write in the forenoon, read in the afternoon; and those who write in the afternoon, read in the forenoon.

4. The time that a class can spend in the reading room must be limited; but to accommodate young or backward scholars, who require more instruction and exercise in reading than can be had in that time, such are furnished with suitable books, their lesson assigned them by the reading master, and once in the day, after sufficient time is allowed them to study it, they are required to read it audibly in the arithmetical schools by their respective teachers, that they may go before the reading master in their turn with greater advantage.

5. Daily care is taken at such times as the classes are not attending the reading or the writing master to devote a sufficient portion of time to spelling.

6. There are also morning schools in summer and evening schools in winter for instructing the children in English grammar and geography.

7. Geography is taught by the reading master in No. 23. The scholars of each school that are so far advanced in grammar as to make it proper to spend a part of their time in the study of geography, the use of the globes, etc., are divided into two geographical classes; the two first go two weeks to the geographical school, and then return to the grammar schools; while the second classes take their place for the same length of time. Thus one-half of the morning and evening school these study grammar, and the other geography; and also when the drawing of maps may require it, they are allowed to spend the time of fore and afternoon school in the reading room under the master's direction; but no more than *two of them* are to be engaged in this business at the same time, and these are on *no account* to require

the reading master's attention, excepting at the time the classes are passing from one room to another.

8. While the classes last described are alternately studying grammar and geography, all the others are studying grammar in their respective schools under the care of the arithmetical teachers. And as the writing master is not employed in teaching during the sittings of morning and evening schools, he is engaged in making pens and ruling the copy books for the succeeding day.

9. The same arrangement of the business takes place generally among the girls. They are divided in the first instance into two schools, No. 13 and No. 18, where they are all taught arithmetic, etc. They are also divided like the boys into classes of six scholars each, and daily attend the writing mistress and reading mistress in the same order; and one or more classes of young readers in each school prepare their lessons by reading them audibly once a day in the arithmetical schools before they are called upon in their turn to go to the reading school.

10. For the instruction of the girls in sewing, knitting, etc., there is a sewing school in room No. 12. Many of the scholars, however, do not wish to sew, and to enable those that do to attend the school without neglecting other branches of learning, they are divided in each of the arithmetical schools into three evening classes. The two first classes go to sewing school for two weeks, then return to learn arithmetic, etc., and the second classes take their place; in two weeks these change with the third classes; so that the sewing scholars spend two weeks in six, or one-third part of their time in sewing school—but while they are there the mistress instructs them in spelling, and they continue to go with the classes to which they respectively belong, to writing and reading school, in regular order. And when there are among them young readers that require such aid, the sewing mistress hears them read every day the lesson that has been assigned them by the reading teacher.

11. The girls are also taught English grammar and geography in morning and evening schools.

12. The reading mistress teaches geography, etc., and the scholars that are proper to attend that school go in classes two weeks in four, as described in the boys' schools—and as the highest classes are sent from No. 13 and No. 18 to the geographical school, so the lowest classes composed of the beginners in the

grammar are sent to No. 12 to be instructed in the rudiments—and the intermediate classes are taught grammar by the arithmetical teachers, which allows the time of the writing mistress to be employed like the writing masters in preparing for the business of the succeeding day.

13. The geographical scholars are also allowed to draw maps; and two of them who have passed an examination before the teachers and are considered suitably qualified, give attention to that business during the time of reading—but the same care to prevent interruptions by asking questions is observed.

It is thus seen that the girls spent a large portion of time in the sewing room. Needlework was then taught in all schools for girls, and if Westtown was distinctive in this particular it was only in the thoroughness with which the teaching was done. Generally speaking, each girl occupied the sewing room two weeks out of six, suspending for the time being her arithmetical studies and only going to reading and writing classes for variation of work. Skill in needlework was expected of all teachers, and a girl's proficiency was judged more from her sewing than from any other one thing. Plain sewing was taught first of all, with knitting and darning. A patch eight by twelve inches to be so neatly darned as to resemble the original was considered a test. As the girls had no organized games and could not wander at will through the woods, their energies were largely absorbed in needlework. Samplers in great variety, pincushions, spectacle cases, and sundry toilet cases were among the articles manufactured. Moral sentiments and bits of poetry were worked in samplers, and for many years thereafter, most homes in the Yearly Meeting contained some pieces of this kind.

A few yet remain as precious heirlooms in families of the present day. So much time spent in needlework naturally created a demand for materials, and the sewing mistress became a storekeeper in a small way. The bills sent home to the parents were for silk, thread, gauze, kenting, ferret, sarcenet, silk, vandyke, etc. In justice to the girls it should be stated that they did much to perfect and keep in order their own clothing. The boys, on the contrary, were charged with whole suits of clothing made by the lame tailor, Thomas Dent, in the basement of the infirmary. For this purpose it became necessary to keep on hand a small stock of material suitable for boys' wear. As illustrating this, observe the following, being the sundries charged to one of the first twenty boys:—

J—— J——, Dr. to Sundries.

Tailor's Account for Son.

7th mo. 28th, 1799,	Mending Coat,	1*s.* 2*d.*	
8th mo. 6th, "	" Trowsers,	9*d.*	
8th mo. 20th, "	Making Coattee,	10*s.* 6*d.*	
11th mo. 30th, "	Mending Coat and Breeches,	2*s.* 6*d.*	
12th mo. 20th, "	Mending Coat,	9*d.*—15*s.* 8*d.*	
	Merchandise.		
8th mo. 14th, "	5½yds. Fustian,	14*s.*	
	1 yd. Linen, 2*s.* 6*d.*, Silk Twist, mould, 1*s.* 7½*d.*=	4*s.* 1½*d.*—18*s.* 1½*d.*	

The girls' department had other features besides sewing peculiar to itself. There appears to have been at first a monitorial system. Each older pupil

had under her immediate care one of the little girls. The responsibility of the older for the younger pupil extended to such details as neatness of toilet, and politeness and deportment at all times. Any punishment merited by the child was endured by the caretaker. A compensating feature was the privilege of changing in case any child was not readily controlled.

The name monitor was not used in this sense, however; but that distinguishing title was applied to some older girls who performed more important duties in aid of the teachers, having charge of rooms at times and reporting those who were disorderly. This was regarded as a very responsible office, and those who held it were allowed to sit up in the evenings until a later hour, or sometimes to eat at the family table as a reward.

All of the girls over fourteen years of age wore caps, and a degree of skill in making and caring for these was regarded as essential to the future housewife. When one pictures the girlish faces framed in caps, it seems perfectly natural that one of their favorite diversions should be to meet and transact business after the manner of their elders in Society affairs. Quaint and often beautifully expressed were the "certificates" prepared for those about leaving the school.

One object much desired in early times does not seem to have been attained. No manual training or system of instruction in the practical duties of life became established among the boys. The "*consti-*

tutional rules" state that "In the recess of school hours the scholars may be employed, at the discretion of the superintendent and teachers, in such service for the family or in gardening as may be judged most proper for them, having due regard for reasonable relaxation." Remembering how much Owen Biddle and others had dwelt upon this, it is rather a surprise that so little was done in the way of business training for the boys.

Reference is made to the "*constitutional rules*" adopted by the Yearly Meeting. Both in these and in the rules framed some months after the opening of the school, can be traced not only the strong belief in the efficacy of such restrictions, but also the influence of Ackworth. If Westtown rules were far less intricate and detailed than the model from which they were obtained, it is a strong testimonial to the wisdom of Westtown's early management. Perhaps we cannot better close this part of our subject than by quoting the rules in force in the early years of the century:—

RULES FOR CHILDREN.

1st. That on awakening in the morning you endeavor to turn your thoughts toward your great Creator, the Author of all our blessings; to begin the day in his fear, and that you proceed downstairs without unnecessary noise.

2d. That at the ringing of the bell you repair to the gallery and stand in your places at the call of the roll. You are then to walk orderly into the school room, taking your seats without noise, and endeavor to sit still until from an intimation from one of the teachers the exercises of the school are ordered to begin.

3d. You are to manifest a becoming deportment toward your teachers and one another. In school you are to refrain from laughing, talking, whispering, or making a noise with your feet,

learning your lessons in silence, and when you repeat them to your masters or mistresses, that you speak audibly, slowly and distinctly.

4th. When the bell rings for meals you are to proceed quietly in pairs to the dining room, observing a silent pause, eating your food decently, and refraining from unnecessary conversation.

5th. That during the hours of recreation you observe moderation and decency in all your conduct; that you avoid quarreling, throwing sticks, stones, or snowballs, striking or vexing one another, calling nicknames, or mocking the aged and deformed. You are not to cut away the trees in the wood or elsewhere, nor are the boys to indulge themselves in the dangerous practice of climbing trees, and in your walks with your teachers you are not to stray beyond the bounds prescribed.

6th. That you maintain a sober, becoming behavior when going to and coming from and in our religious meetings, endeavoring to keep your bodies still and erect, not giving way to a restless, uneasy disposition.

7th. That you neither borrow, lend, exchange nor buy without leave; and when strangers speak to you, give a modest, audible answer, with your faces turned toward them.

8th. In the evening, after supper, you are again to collect together, and after the calling of the roll, retire to your chambers, avoiding conversation. And you are tenderly and affectionately advised to close the day with remembering your gracious Creator, that being the best preparation for quiet repose.

These rules, modified as time passed on, have been read to successive generations of boys and girls for a hundred years. Whatever may be said of the necessity of entering into such detail, the thoughtful reader will most of all be impressed by the admirable spirit which pervades them. They represent no mere piece of arbitrary legislation. The gentleness and courtesy of strong Christian life animates them, and they are meant to promote a type of manhood and womanhood which has its restraining impulse from within and not from without.

CHAPTER VII.

A BUNDLE OF OLD LETTERS.

THERE is always a great satisfaction and feeling of certainty in contemporary history. Eye-witnesses may err in judgment, their perspective may be at fault, and after events may show that they were wrong, but there is a freshness in their narration of events which can be obtained in no other way. Before leaving the early history of Westtown it seems desirable to reinforce what has been said, and if possible give added interest to the previous pages, by the introduction of a few letters written, with one exception, during the first ten years of the school. They are printed as originally produced, except that family matters are generally omitted. The first is from the superintendents and teachers at the school, written ten days after their duties began. The second one, from Richard Hartshorne, is suggestive of the difficulties early encountered in the discipline of the school. The "Rules" are doubtless those found on page 71.

To the Acting Committee of Friends' Boarding School, to be at their discretion communicated to the General Committee.

WESTON 5th mo. 16th, 1799.

Dear Friends: Well knowing that you have the interest of the Institution committed to our charge, much at heart, we believe

it right to address a few lines to you, in order for your sympathy and help. We consider the work in which we are engaged, an arduous one, and as things open to our view, increasingly so. We believe that something more than a mere literary education is designed for the dear youth under our care, that their religious improvement was intended and that with other hurtful things, the seeds of pride may as much as possible be eradicated from their tender minds: under these impressions, some among us have been deeply exercised in observing the garb of many of them, which by their too great conformity to the vain customs and fashions of the world, appear to us inconsistent with that simplicity and plainness which our religious profession calls for and which we are at times clearly convinced ought to be observed at an institution formed under the care and by direction of so large a body of friends. We apprehend we have power to lay hands upon these things that appear to us to be wrong and in some instances have done so. But dear friends we wish not to have cause too often to do this. We desire that parents may be impressed with a necessity of their bearing a part of the burthen and not to leave that to be done by us, which we apprehend ought to be done by them at home. We therefore request relief may be afforded by informing such parents thereof, as may be desirous of having their children educated under our care.

We are affectionately your Friends,

RICHARD HARTSHORNE
CATHARINE HARTSHORNE
PHEBE COX
ELIZABETH BELLERBY
JOHN FORSYTHE
ALEXANDER WILSON

Richard Hartshorne to Thomas Stewardson.

WESTON 5th mo. 23d, 1799.

Esteemed Friend: I think in the first set of Rules published by the Yearly Meeting for the Government of this Institution, the Superintendent was directed to call an especial meeting of the Acting Committee at this place when he thought it necessary. This necessity I believe now to exist, many concurring circumstances show us that are here, the necessity of establishing rules for the Government of the Family, and this can only be done by

the acting Committee upon the spot, and as our friend John Cox would be a useful assistant in this business, it would be wise if the meeting could take place before he leaves us, I therefore wish it may be early in the next Week. I am aware that the Monthly Meetings are in the way, but perhaps the members of the Committee may consider this concern of sufficient magnitude to excuse them for once missing a Monthly Meeting. I should be glad thou would'st please lay it before them, and inform me of the day, which I will endeavor to communicate to Country friends, or if you should happen to come without this previous notice, they are so near that I expect we can soon get them here. Thou wilt observe that our present object being family regulations, some women friends will be necessary, but if none from the City are willing to come, we must endeavor to prevail upon those of the Country to attend, tho' when in Town I understand that Rebecca Jones and Mary Pleasants intended visiting us, their company will be truly acceptable at this time to me. Rules for the School we are preparing, and hope shall have ready for the inspection of the Committee when favored with their Company.

Thy Affectionate Friend

RICHARD HARTSHORNE

I forgot to inform thee, we have lost our Bell, it broke off just above the crown and is past mending, if another is procured, I wish it may be sent by the first conveyance, we miss it much. R. H.

Isaac Sharpless to Joshua Sharpless, Jr., to be left at Thomas Parker's, Third Street, Philadelphia.

WEST BRADFORD, 7th-mo. 29th, 1799.

Dear Brother: * * * Yesterday Mordecai and I employed part of the time in taking a ride to the Boarding School. We were timorous about going as we had heard they hardly allowed people to go only for curiosity, but just before we were ready to start Catharine Hartshorne, Reuben Haines, Sarah & Joseph Sharpless came here, Catharine told us she had rather she had been at home as there was nobody there would take much notice of us or had time to show us the House, but she sent a letter by us to Richard Hartshorne desiring him to let one of the scholars show us the House and also to pay attention to us as we were clever Boys, (these were her words), so we were showed almost all over the

House, got dinner there, and having gratified our curiosity, returned home about three o'clock, having much satisfaction in our visit. There are now 40 Boys and 40 Girls, scholars, they appear pretty well contented and cheerful, yet there is but very few who like to live there. Mordecai got his name entered for a scholar, he expects to go next winter.

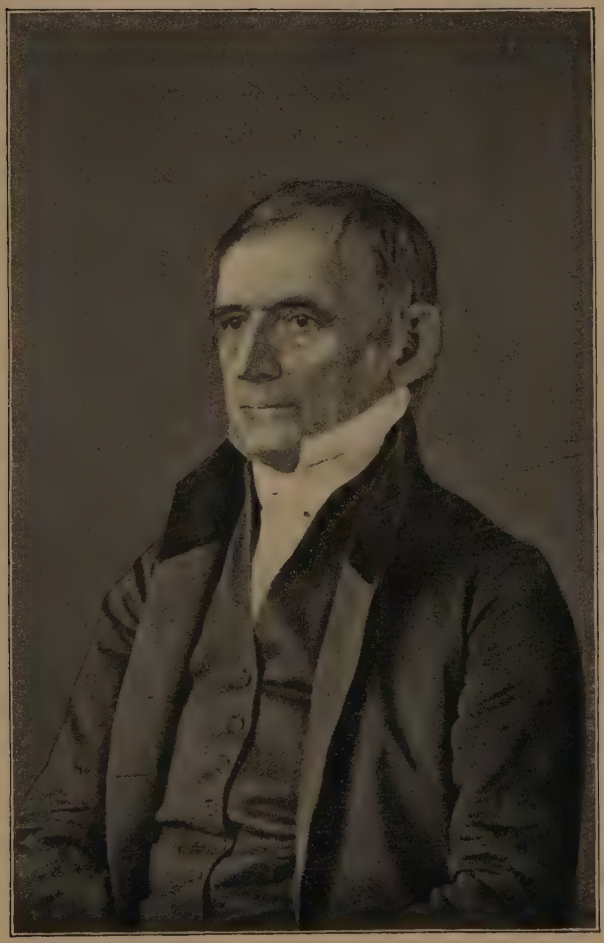
ISAAC SHARPLESS.

Elihu Pickering, a teacher at the school, to his sister.

WESTON SCHOOL, 11th Mo. 9th, 1799.

Dear Sister: I embrace the present leisure time which I enjoy (owing to its being Seventh-day afternoon) to write to thee. It seems long since I heard from any of you, why couldst thou not have written before this, to have let me know how thou art and at the same time communicate some information respecting the rest of the family? Thou canst not suppose I am lost to every sentiment of affection for you, or that I am so enamored with delight, or oppressed with burthens as not once in a while to let my mind steal home and take a view of you! One of our masters, E. Kimber, is gone, consequently J. Forsythe and myself have had the care of the schools for some time. Ten scholars have already come and more are daily expected. Enoch Lewis will come to-morrow or next day as a teacher; he has agreed to come for the sum of $300 per annum, a thing I hardly expected. I have not much doubt of obtaining the same sum, but truly I am sometimes very tired of being here and sincerely wish myself away. . . . . Tell father that if he knows of anything I can do better than remain here at the rate of $300 per year I wish him to propose it, *and that soon.* . . . . . Thou wilt please excuse the bungling manner in which this letter is written. I am sure I would excuse in like circumstances, yea thank thee for one no better done. There are frequent opportunities of sending a line hither from Phila. Cousin G. W I've no doubt would be so kind as to forward a letter any time if thou would write. Please remember me to all enquiring friends and relations. I sometimes think of them and you with much affection and am ever desirous for the welfare of you all, particularly my brothers and sisters; in much love to you all, I remain, etc.,

ELIHU PICKERING.



Elihu Pickering.

John C. Allinson, Burlington, N. J., to Martha Allinson.

WESTON SCHOOL 12mo: 20th 1799.

Dear Mother: It now being almost the time for writing letters, the Master has desired us, to prepare essays for that purpose.

With much pleasure I received sister Mary's acceptable letter just now; and was very glad to hear from home; and also that boys were allowed the liberty of staying here till they were fifteen.

Master Alexander came back yesterday; I think I never was more glad to see any body, than I was to see him; the boys flocked around him, like sheep flock around their shepherd; he has improved in health some, but T. Dawson is not much or any better.

We have a brick stove in each school room, and two iron ones in the Gallery; which keep it very warm.

We have a book, which is called blunder book; and when any of us go out to play, we take that along with us, and one of us stands out, to discover if any of our expressions are not grammatical, which he puts down, and gives the book to the boy, that made use of the expression, and *he* does like the one before mentioned; and at evening, all the boys collect in one school room; and each one corrects his own blunders: giving the rule &c.

I think if thou wert to come here now, and go into the woods, thou would be scared; there being so many cabbins, that we boys have made, in imitation of the Indian wigwams.

I expect there will be a great alteration in this house, before long; the meeting house, is going to be divided into two parts; one of which, is for the Superintendent and his family to set in; and his parlour, is to be made a school room, for the girls: the other part is for a Library, & compting house; and for the Masters & scholars, to meet in, and read.

I continue to like the place very well; and, with much love to all, I remain thy loving son;

JOHN C. ALLINSON.

This letter and the one which follows are peculiarly interesting. All letters were written as essays first and inspected by the teacher in charge; then a

fair copy was made for transmission home. There were no envelopes in use, but the letters were folded and sealed, and placed in a tin letter rack in the reception room. Visitors always looked over these and carried such as were directed to any in their respective neighborhoods. There were opportunities also for all letters to go to Philadelphia at least once each week.

John C. Allinson, Burlington, N. J., to Martha Allinson.

WESTON SCHOOL 3mo : 25th 1800.

Dear Mother: I received thy very acceptable letter, yesterday; and, am now trying to answer it, altho' I have not much to tell thee.

Please to send me a bottle of red ink; and if you have an old hatchet about the house, that you do not use, please to send it to me, for we are clearing out the woods, and I have nothing to work with; and I hope this will be the last time I shall trouble you with sending me things.

If brother William have time, when thou comest, ask him, if he will please to come with thee; and if he cannot come, ask him what I shall learn, while I am here; and whether I must keep on ciphering, or go over my old works; I have been to Vulgar Fractions; and I want to ask him several other things; so that if he can come I wish he would.

The committee have it under their consideration, that boys must not go home at all; (those who are now here excepted) but let their parents come and see them; so that I cannot come home when my year is up, (which will be the fourth of next month,) to get fitted with clothes.

I think thou and brother James, had better come here, as soon as you can, and thou mayest see what clothes I want, and brother James may measure me, and make them when he gets home, and then send them to me.

I am in good health at present; and with much love to all, I remain thy loving son,

JOHN C. ALLINSON.

P. S. Please to come as soon as thou canst, for it is growing warm, and my clothes are almost too thick.

In the year 1800, after the departure of Richard and Catharine Hartshorne and before Joshua and Ann Sharpless were ready to assume charge, Philip Price, Jr., of the Committee, remained at the school some months. Through the kindness of James M. Price, of Philadelphia, a number of letters written at that time have been placed at the disposal of the compilers of these pages. Several of them are printed below, and they convey more clearly than any other form of narrative, the difficulties under which the officers labored before the days of railroads.

Philip Price, Jr., to Thomas Fisher.

WESTTOWN, 6th. of 1st. Mo. 1800.

Esteemed Friend: I recieved thine by the waggon which got safe here, with I believe all the articles as per list. I believe it will be best to send it up again next week if the roads should continue good, as a hogshead of molasses will shortly be wanted, and if there is not lathing besides it will be best to have some lathes got for the partitions; I expect the waggon will go for lime this week and I am very desirous to have the alterations made as soon as possible as I find there is a great uneasiness taken place in the minds of those who expect to have their children admitted the last and present month, and I am very desirous to have every occasion of complaint removed as fast as possible. Some boards will be wanted which I. Evans thinks had better be got at Marcus Hook or Chester which I shall endeavor to have brought this week. Having let R. Green have some money and paying for pork and divers other things has reduced our cash low. I do not think I shall have money enough to pay for boards and other things that may be at present wanted, should therefore be glad if thou would forward me by the first safe opportunity.

Our beloved friends Mary Hough and S. Savery being just about setting off, must conclude in haste

thy loving Frd.

PHILIP PRICE JR.

WESTTOWN, 10th. of 1st. Mo. 1800.

Dear Friend: I have just received thine by J. Carmalt with the $300 sent which I hope will be sufficient for some time, and a friend being here from Darby and going immediately that way I inform thee we have procured boards from Chester this week and have also a load of lime for the plastering. The waggon I expect will be there the time thou propose but do not expect it will be able to bring with the laths all that is now wanted, but if as many could be sent as will do that partition perhaps we could get the remainder whilst it is doing.

May also just inform thee, we have been favored to get along in a very comfortable manner since our friends M. H. and S. S. left us. I trust their services will prove of great benefit and could they again after a few weeks return to strengthen what has been begun as they are now better acquainted with the order of the house than those who have not been so much engaged I believe it might prove very beneficial. And it is comfortable to hear the minds of friends are increasingly bound to the concern, which I much desire may not diminish as the weight of it has fallen now heavy on many of us.

This being wrote in haste I hope thou wilt excuse the manner in which it is done.

From thy loving Frd.

PHILIP PRICE JR.

WESTTOWN, 14th. of 2nd. Mo. 1800.

Dear Friend: We do not appear at present to be in want of many things from the city, yet some few articles being very much wanted and R. Green having business in the city I believe it will be best for him to take the light waggon along. I believe most of the things wanted have been heretofore ordered except another box of chocalate and some tea will be wanted soon; the potash, candlewick and large coffee-mill I hope will be particularly attended to. I enclose a small list of medicine which the doctor has directed as much wanted.

Since I wrote thee before we have been much favored with a prospect of better order being established among the boys; we have had a very trying season with them but the teachers' minds are much relieved and the boys appear to be much better contented.

We have been favored here with the company of D. Dean, T. Thill, and S. Cresson, whose company and services I hope will be remembered to our profit and I think a more eminently favored Quarterly Meeting at Concord I do not remember, many minds being truly sensible of the favor. Apprehending it might be useful to some of the children to get out to the meeting, such girls as there was a convenience for them to ride went, and about twenty of the larger boys walked there; they behaved very orderly and I trust it was an edifying season to them.

As I have had to pay about 500 dollars for wheat which with other expenses has reduced my stock of cash low should be glad if thou could forward some by R. Green. I believe that the heaviest debts here are now paid and I hope we shall be able to get along without many heavy drafts again very soon.

From thy loving friend

PHILIP PRICE JR.

Thy Esther is well and sends love to thee. The tailor wants some small Dunkham buttons sent and the shoemaker some bristles.

P. P.

Philip Price, Jr., to Thomas Stewardson.

WESTTOWN, 27th. of 2nd. Mo. 1800.

Esteemed Friend: Having had renewed cause of exercise this morning by the imprudent conduct of 2 boys, who have suffered their resentment against the master so far to overcome their better judgement as to go off this morning, and tho followed for some distance they escaped being overtaken. Eli Yarnall is here and proposes following them one road and I shall immediately go another in search of them. The cause of their going off is on account of some misconduct for which they were under censure and they have not been willing to submit to reproof which their conduct justly deserved, and have persisted in a refractory disposition. If they should get to the city I hope immediate care will be taken of them. I was in hopes that the boys so generally manifested a disposition to submit to the order of the school of late that we should not have had much further trouble with them in this way.

I remain thy affectionate friend

PHILIP PRICE JR.

Philip Price, Jr., to Thomas Fisher.

WESTTOWN, 3rd. Mo. 2nd. 1800.

Dear Friend: I have not much to communicate at this time, but as an opportunity now offers by Richard H. Morris may just inform thee that notwithstanding our trials have been very frequent of late with the boys, some few of which have unwarrantably carried their discontent so far as to leave here, when I last wrote thee I was in hopes that our trials of this kind were nearly over; but very unexpectedly 2 of them (of which I expect thou hast heard having wrote to T. Stewardson thereon) left here last sixth day, who after travelling until near 12 o'clock missed their way and got lost, and suffering much with the cold began to repent of their rash conduct and went to a house to warm themselves, and informing where they came from they were sent to James Marshall's, who had them sent back here in the evening; they appear very sensible of their misconduct and I believe they are very sorry they took the step they did.

I expect the waggon will set off tomorrow for the city and I sent a list of articles much wanted to T. Stewardson, which I hope will be got ready. If children should come in this week we shall be put to difficulties if more mattresses are not sent and bolsters, as there are many of the beds now in use that have none, of which there is considerable complaint.

Some more stuff is wanted for boys' clothing, having but little left except velvet of which I expect there is enough for the season. I wrote to thee some time ago for finish cloth; there will also some coarse be wanted; and also cassimer or elastic, a patern of which I enclose which the tailor thinks would be very suitable for spring wear. Some small Dunkham buttons have been sent for but none yet come and are much wanted.

R. W. being now waiting and in haste must conclude.

Thy affectionate Frd.

PHILIP PRICE JR.

WESTTOWN, 31st. of 3rd. Mo. 1800.

Dear Friend: Elisha Janney has just brought his daughter and Isaac McPherson's two daughters and not having fully the necessary forms of admission, has not produced their bills and having come in a stage to Wilmington, has no horse to go up to

Philadelphia. The receiving them without their bills is a difficulty but his circumstances as well as I. Sharpless being here and informing thou proposed sending blank bills for them has induced me to admit them now; he having produced the bills of health and also paying their first quarter's salary at this time Therefore thou may forward bills for them at the first opportunity.

Thou may also be informed that Catherine Rowland, Hannah Albertson, Hannah Hunt and Martha Newlin's places may all be considered as vacant next month.

I expect the waggon will be sent on fourth day for the farmer and if no opportunity should offer before some quills must be sent as they will be quite out before that time; but I am in hopes I. Sharpless's team may be got to bring the mattresses, bolsters, sugar and other articles directed as they are much wanted. I expect to be engaged here a few days longer in getting some accounts settled, and the trees planted, altho I am anxiously desirous to get home, knowing my own business is in a neglected situation.

In haste as a friend is waiting who carries this to Darby.

From thy loving friend

PHILIP PRICE JR.

Isaac Sharpless to Joshua Sharpless, Jr.

EAST BRADFORD, 3rd mo. 14th. 1802.

Dear Brother: * * * I lately paid a visit to the family at Weston. I went on 2nd-day morning the 1st of this month, & staid there till the 6th-day evening following; I spent time very agreeably there. During school hours I was in the different schools, was pleased with the order that was kept and the great attention paid by the different teachers to his or her particular allotment; surely the children may improve! if they do not, as fast as at common schools, the reasons must be that they are somewhat deprived of the liberty to which the minds of mankind aspire, that they are separated from their connections, about which they suffer their thoughts to be too much engaged, or that they have imbibed a prejudice against Weston arising from the causes mentioned and perhaps others, so that I think if a child does not improve there, the fault should not be thrown on the teachers, but

on the child itself, and finally on the parent or parents for cherishing such a disposition in their offspring that makes him or her discontented in such a situation. * * *

During the intervals of schools I employed my time in copying the Grammar rules which they now have in use, they are of John Comly's forming, he has taken them from different authors of Grammar, and perhaps some of his own composing. I think they are the most applicable to parsing of any I have seen. They are the effect of many deep hours of study. I think he deserves credit for his performance. He has made 38 rules and as many notes all which may be applied to different forms of expressions.

The letters of Isaac Sharpless here and on page 75 are more than usually interesting. The writer was the son of Joshua Sharpless, the superintendent, and a boy of keen intellect. His reference to John Comly's grammar rules shows the beginning of "Comly's Grammar," published to the world in 1803. It was generally understood at the school that John Forsythe furnished a large part of the material, but did not wish to assume any responsibility of publication. The book ran through many editions, and with its companion book, "Comly's Speller," continued in use for more than half a century. The grammar was the first of a not inconsiderable list of text-books published from the school. The title-page to the fifth edition, exactly reproduced, is as follows:—

ENGLISH GRAMMAR,

MADE EASY TO

THE TEACHER AND PUPIL.

ORIGINALLY COMPILED

FOR THE USE OF

WEST-TOWN BOARDING SCHOOL,

PENNSYLVANIA.

BY JOHN COMLY.

THE FIFTH EDITION CORRECTED AND ENLARGED.

PHILADELPHIA:

PUBLISHED BY KIMBER AND CONRAD,

No. 93, MARKET-STREET.

William Brown, Printer, No. 24, Church-alley.

1812.

Letter of Isaac Sharpless to Joshua Sharpless, Jr.

WESTON, 2nd-mo. 3d. 1803.

Dear Brother: * * * By the date of this thou wilt see where I am; I came this day week; I am not confined to the rules, but consider myself as tho' I boarded in another family and came as a day scholar. I eat with Father, Mother &c., and assist in making fires &c. * * *

Master Lewis, every second day evening, gives *philosophical lectures*, endeavoring to explain the effects of different things. He delivers them verbally, and sometimes refers to books for proof. I have been present but one evening. He was principally on fluids, winds, &c. One circumstance respecting heat being conveyed to fluids, was new to me, and that reason, perhaps, appeared strange, which was, that every particle of fluid must receive heat from the fire, that fluids are not capable of imparting heat to one another, by this is meant, that if a quantity of water be put in a vessel and placed over a fire, as the particles of the fluid receive a small degree of heat they become lighter, ascend and give room for those which are colder, so that there is a continual interchange taking place in the water. In like manner if a heated fluid be left to cool, every particle must ascend or remove to the side to receive its coldness. Since that evening I found some of the same remarks in Count Rumford's essays, where he explains it fuller and proves it by experiments.

Reference is made on p. 56 to the fact that Thomas Scattergood of Philadelphia, under a sense of religious requiring, spent some time at the school aiding the teachers in the work of instruction, and assisting generally in the administration. The following letter belongs to that period.

Thomas Scattergood, of Philadelphia, to Joseph Scattergood.

WESTON 6mo. 19th. 1806.

I have commenced reading master (instead of a better) however by visiting M. B. every morning between 6 o'clock and 9 o'clock schools and comparing notes &c I have found it so far

a pleasant task. Jno. Forsythe had adopted my new plan before he left this place and expressed much satisfaction with it, and now I am trying to go on with it. M. B. tells me she has also, and altho' it is very fatiguing to her, yet, as she perceives an improvement already in some of her girls, is satisfied. She is very willing to help me all she can. We had no school the morning of the eclipse (that is, 9 o'clock school). We smoked the glass in Hannah's room and a piece was handed to every child besides enough for others, that is with the addition of what a number of them had collected.

The girls got their basons of water, bucket &c to look at the sun and after a while I took some of their vessels to the boys to gratify them. They were very lively and enjoyed the sight very much, and I thought near the darkest time there appeared more seriousness. Some of the boys went off to the woods to see how that looked and on their return said the birds they believed were going to roost, but I told them it was likely they were only flying in the woods. I saw one star very plain, others said they found out more.

* * * It is a cross to be here and yet at the same time there is so much satisfaction and peace attending, that I don't repent giving up to the service. I have just jumped as it were into the track I had a little opening toward when at home, and hope I am in my place feeling very solicitous for the welfare and prosperity of this Institution religious and temporal.

Elizabeth Jarrett, a pupil, to her father.

WESTON SCHOOL, 9th-mo. 12th. 1810.

Dear Loving Father: * * * The acting and examining committee are both here now and have been here ever since last 6th day a great many of them; Thomas Scattergood from Philadelphia is here, a great good man. I have heard talk of him but never saw him before nor heard him speak before. Last night when the bell had rung for us to collect for bed, he and several of the committee came in and had a meeting with us and he got up and spoke beautiful. A great man he is. I know he begun with those words dear children you have a great chance here of being good children and so went on from that, he did not speak long. I did wish for thee then that thee could have heard him. * * * I wish

if thee does come up thee would please to bring me ¾ of a yard of coloured muslin, something very dark, to make me mittens of, for I have but two pair, and a good small tooth comb and some silk that I wrote to thee for before, not sewing silk, now mind, the other sort to make into things, and some wool if thee can, and something good to eat if thee can get them all, thee might bring them in a pillow case in the chair box for thee has not any other way to bring them, without thee was to ask grandmother for her little trunk which she would lend me I very well know and that will be all that I shall want thee to bring me and I think this is enough without it is the love and good will some will send me.

ELIZABETH JARRETT.

Joseph Scattergood (1808–1877), *of Philadelphia, to his parents.*

WESTTOWN, 6th mo. 18th, 1822.

Dear Parents: I received sister E.'s letter by cousin W. Evans, on Seventh-day. I was helping 4 other boys get in Master Pennock's hay when he arrived. I suppose you think that I request a great many things but I try not to ask for any that I do not actually want. If you could send that paint box on Seventh-day next I will return a picture of this fabric as I am now drawing one ; I expect to have it ready to paint at that time. Soon as ever I get it done I wish to begin a map (we have the apparatus for drawing them) and should like to have some map paper sent, or orders to get it out of the Library. We had a very good Meeting on First-day as W. E. gave us some pure doctrine, and one of the women also. I suppose you could have heard a pin drop on the floor it was so quiet. S. Bettle spoke last Fifth-day week all meeting time. It is the first time that the Committee have been here since I came, I felt a little bashful but I made out pretty well considering.

JOSEPH SCATTERGOOD.

CHAPTER VIII.

ADMINISTRATION OF JOSEPH AND HANNAH WHITALL, 1811–1818—ERECTION OF BOYS' WING.

JOSHUA and Ann Sharpless were released from their cares at Westtown in the autum of 1811, and were succeeded by Joseph and Hannah Whitall, of Woodbury, N. J.

The crowded condition of the school was forcing upon the attention of the Committee the necessity of providing additional accommodations. After considerable discussion, both in the Committee and in the Yearly Meeting, it was decided to extend the main building a distance of thirty-five feet east and west, as soon as the needful funds could be obtained by subscription. Sufficient money was not secured, however, hence during the years 1812–13 only the boys' wing was erected and brought into use.

The first floor was used as a meeting room for several years, and the second story was divided into school rooms. For reasons not now easily explained, there was thought to be an advantage in having the place of worship so situated. Perhaps it was a desire to accommodate Friends of the immediate neighborhood by making the place easily accessible to them. Various expedients were tried thus to preserve the meeting room in a prominent position and yet not

make it a part of the daily thoroughfare. In 1819 a transfer was made, and the second floor of the extension was set apart for a meeting room, and the lower floor made into two school rooms. A door was then opened to the east, and the hall was extended all the way through the building.

Although the addition above mentioned was primarily an extension of the boys' accommodations, it also resulted in materially enlarging the girls' quarters. The chambers were extended equally, and some additional rooms were devoted to the use of the girls. And truly there seemed need of it, for at this time the girls decidedly outnumbered the boys. In 1813 the report to the Yearly Meeting mentions 74 boys and 92 girls; in 1814, 71 boys and 98 girls; in 1815, 75 boys and 100 girls; in 1816, 62 boys and 103 girls; in 1817, 73 boys and 104 girls. The cause of this inequality cannot certainly be known, but one thing surely contributed to it. The rule of the Committee preventing boys from remaining after they attained a certain age was still in effect. The limit was usually fixed at fifteen, though it was sometimes raised to sixteen, only to be shortly dropped to fifteen again. The reader has been also reminded that schools in those days were governed largely by the use of the rod. Westtown was no exception. To avoid the necessity of applying such discipline to large boys, they were simply excluded. There was no rule limiting the age for the girls, and their time of continuance was somewhat longer, which circumstance was a factor in the larger average attendance.

House at the End of the Lane.

The general mode of life remained much as described in the previous chapters. Wagons and stages still plied between the school and Philadelphia. The stage was a source of much trouble, and some expense to the Committee. The patronage was not sufficient to support it, but the school could not well do without frequent communication with the city. More than once it became necessary to make up deficiencies for poor or bankrupt stage drivers.

The charge for board and tuition was subject to considerable fluctuations. In 1812 the charge was $80 per year; in 1816 it was raised to $90, and in 1818 to $100, but in 1821 it was dropped to $80, at which figure it remained for several years.

The purchase of the house at the end of the avenue belongs to the period under consideration. The person who erected the house was preparing to open a store therein, and this, it was thought, might be prejudicial to the boys. The property was purchased by the Committee in 1811, and the house became one of the residences for married teachers. Originally there was an acre and a half of land connected with it, but most of this was afterward sold to the farm adjacent on the east.

A slight review of the customs prevailing at this time affords convincing evidence that the teachers were hard-worked, and that the students were not pampered with luxuries. The comparatively few books which they had were read and studied with a diligence every way commendable, but their attention was not distracted with so many subjects as in modern

times. They still rose early, very early, it seems, in the light of modern customs. In summer there was an hour of work before breakfast. To fortify pupils against excessive hunger, water crackers were passed around, and each pupil was allowed to take two. The girls still devoted much of their time to the sewing room. A change in the style of their dress about this time may have been some relief to them. It will be remembered that at first the older girls wore caps, much the same as did their mothers and grandmothers. Seventh-day afternoons were in part devoted to starching these, with that peculiar clapping of the hands which belonged to the process. Now, however, caps gradually passed out of use. For a time a few, whose parents preferred it, continued the custom, but eventually all students ceased to wear them, though the teachers remained in the practice.

All boys of a studious turn expended their energies largely on mathematics. Among text-books known to be in use were the "English Reader" and "Introduction," "Cowper's Task" both for reading and parsing, "Dwight's Geography," "Comly's Speller" and "Grammar," "Blair's Philosophy," "Pike's Arithmetic," "Bonnycastle's Algebra," "Playfair's Geometry," "Gibson's Surveying" and "Bowditch's Navigation."

For pens the old-time goose-quill was in constant use and the school bought these in large quantities at about $3.00 per thousand. Penknives, too, were in demand, and a not inconsiderable part of a teacher's work in school was keeping the quill pens of the

pupils in good order. Making pens was even said to be the writing teacher's "fancy work," and there is a lively picture, mentally reproduced, of Ann Stockton carrying about with her, not a half finished stocking for knitting, but a basket of quills to be made into pens. When the writing period came, there were occasions when more time was necessarily spent by the teacher, standing in the middle of the floor, diligently using the knife, than in initiating the pupils into the mysteries of penmanship.

Mention is made of a library as early as 1805, and there is evidence that many books, some of them rare and valuable, were presented by interested Friends. Now the Committee directed that the sum of $50 should be expended annually for the purchase of new books. The collection was still kept in the office of the superintendent.

Meetings for worship continued to be held on the mornings of First-day and Fifth-day. On the afternoon of First-day the family was also collected in the meeting room, but the time was devoted to the reading of chapters from the Bible by certain of the older pupils. The selection both of chapters and readers was in the hands of the officers. What difficulties attended the practice can only be conjectured. A proposition which probably originated with the teachers led to the renewed consideration of the subject, and in 1818 a meeting for worship on First-day afternoon was substituted for the reading meeting.

CHAPTER IX.

ADMINISTRATION OF PHILIP AND RACHEL PRICE, 1818–1830.

THE administration of Philip and Rachel Price, extending from the autumn of 1818 to the spring of 1830, was an important period in the history of the institution. Philip Price had been identified with the work almost from the beginning, having been added to the Committee in 1795. He had acted temporarily as superintendent in 1800, and had often been called to the school from his home near West Chester in consultation upon difficult problems in the administration. He was greatly interested in young people, and possessed a happy faculty of influencing and leading them in right directions. To some extent he and his wife substituted a rule of love and respect for that sterner system which had prevailed, and many of the pupils testified, that through love for them personally, they had been strengthened to make some steps toward that higher service to which both Philip and Rachel Price were devoted.

It detracts nothing from the merit due to others to say that "the hard, stiff lines of life" at Westtown were to some extent softened at this time. Joshua Sharpless came to the school at a time when

money was scarce, frugality and economy were imperative, and Spartan simplicity was not objected to. He succeeded in producing the result which his colleagues particularly demanded. At the end of a few years he showed a surplus fund, and a balance sheet always in favor of the institution. Joseph Whitall found certain well established traditions which he simply continued. His administration was characterized by devotion to the principles of the Society, and he greatly desired to train up a generation of real Friends. Philip Price had near sympathy with the young and a keen sense of their difficulties and temptations. His impulse was to smooth the path and see that children were happy. Without making great or startling changes, it simply came about that all the family felt an increase in warmth and kindliness.

Benjamin Hallowell was a teacher at the school from 1821 to 1824, and has left on record some experiences and observations of that period. The following extracts may help to an understanding of the features of the life at this time :—

In the latter part of Eleventh Month, I was informed by the Committee that I had been appointed teacher at Westtown, to enter upon duty on the first of Twelfth Month. I went out in the stage on Seventh-day, to be ready for duty on Second-day, according to appointment. . . . .

Seth Smith, or "Master Seth," as they called him, had been a great favorite with all—superintendent, teachers and scholars. It was easily to be seen that the teachers did not regard me as capable of filling Master Seth's place. They left me to myself all First-day, which time I spent in my school room, No. 24, the one Seth had occupied, which was relieved by attending meeting

twice, and I had some interesting reflections, with ardent desires that I might be favored to do my duty in what I felt to be a very favorable position. The scholars eyed me closely through the (to me) long day. In the afternoon two of the larger boys, Ellis Middleton and Joshua Husband, picked out some walnut kernels, brought them to me as I sat at my desk, and asked me to accept them, which I did gratefully, regarding it as an indication that I was making my way. At school time the next morning the superintendent, Philip Price, went with me to my school room. He introduced me to my future scholars. After he left I made a brief address to them, the import of which I cannot now call to mind. . . . .

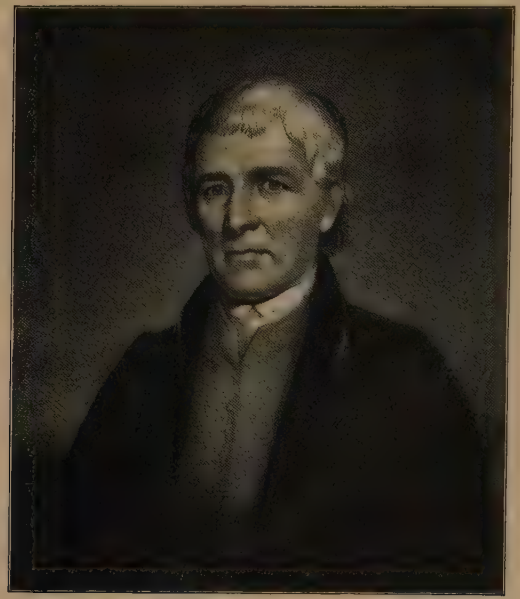
It having been over a month since Seth left, and the other two teachers, Jacob Haines and Pennock Passmore, having had "first" and "second care" alternately, every week since, they proposed that I should take "second care" the next week, to which proposition I cheerfully consented. I got through with my duties that week very satisfactorily. The next week, two weeks after my arrival at the institution, I had to take "first care," and have the general charge of the students between school, in the dining room, etc., etc. The responsibility felt heavy, but I got along well so far, which gave me ground to believe that, with continued watchfulness, I would get through the duties of that week pretty satisfactorily also. . . . .

It had been Seth Smith's department to lecture on Natural Philosophy, Pennock Passmore lecturing on Chemistry, and it was decided that I was to continue his course, which had proceeded as far as Light and Optics.

My first lecture was upon Optics, and I do not know what I would have done without Cavallo's Philosophy and Darwin's Botanic Garden. They gave me the very information I needed. I got through the lecture to the boys, which was on Second-day evening, very satisfactorily to them and with considerable ease to myself, but I very much dreaded the one to the girls and the female teachers, which was to be the next evening, although it was to be the same lecture—or, rather, from the same notes.

There was a little laboratory where the lecturer stood, connecting by sliding shutters with the collecting room, where the classes who attended the lectures sat. In this little apartment the lecturer could adjust his apparatus and prepare what he needed unseen.

Rachel Price.



Philip Price, Jr.

From this place I heard the girls and their teachers coming in, and the attendant bustle and murmur; then all was still, and it seemed as if I could not open those shutters. Can you see me? At length I mustered courage to do it. There was the room crowded with girls (there being at that time a good many more girls in the school than boys) and their teachers, Sybilla Embree, Abigail and Mary Passmore, Elizabeth Walton and Sarah West, all with white aprons, caps and neckerchiefs. I well remember, but cannot describe, the feeling. I had uttered but a few sentences when I found pencil and paper being brought into requisition by teachers and scholars (thanks to Cavallo and Darwin), which was a new source of embarrassment. The teachers expressed themselves well satisfied, and Mary Passmore told me that one of the girls in her class, who was required to form a sentence containing the word "agreeable," wrote: "Master Benjamin is an agreeable lecturer."

Jacob Haines taught reading, writing and geography to all the boys, while Pennock and I each had classes in arithmetic, mathematics, English grammar and history, which at that time constituted the curriculum of the Westtown course.

The history used was "Whelpley's Compend." When the Committee met I asked permission to have one-third of the scholars assigned to my care permanently for instruction in all the branches taught in the school, and that I might substitute "Blair's Natural Philosophy" for history. I drew the Committee's attention to the fact that almost the whole of "Whelpley's Compend" consisted of statements of when and where battles were fought, what generals commanded, how many men and officers were killed, etc., etc., without any information in regard to trade, commerce, the different products of countries, or their physical and geographical features, which it would be beneficial to the students to know and remember. . . . . Both of my requests were granted to my great satisfaction.

The "Circle" in superintendent's parlor, where the teachers of both sexes, not "in care," would collect, was pleasant and instructive as I got better acquainted. Questions on science, grammar, etc., would be asked and discussed, as well as the current news generally remarked upon.

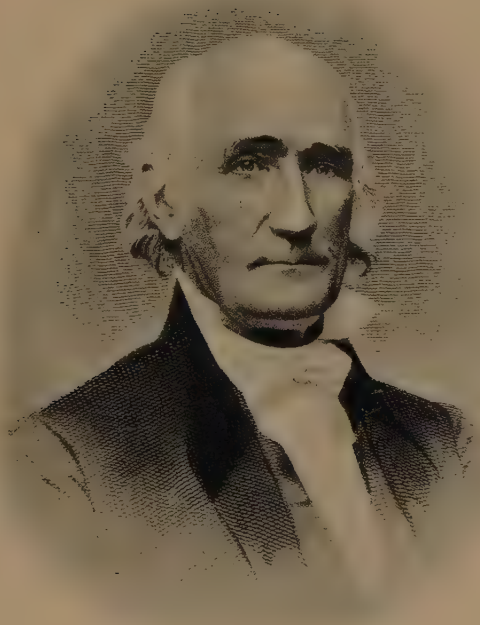
One evening the conversation turned upon names. Rachel Price's name before she was married was Kirk. Her ancestors were English and named Church, and they moved to Scotland,

where the hard sound of k is given to ch; it became Kurk, and finally Kirk, which she said was such a beautiful name she always admired it. One of the teachers said, "If thou admired it so much, how came thou to change it?" "Oh," said she, "I would not have done so, only (patting her husband affectionately on the back), "I got such a good Price for it." We all laughed heartily, the superintendent, who never raised his eyes, fairly shaking his sides. It was a beautiful scene, and is vividly before me as I write.

It was my custom to open my school in the morning by reading a chapter or part of a chapter in the Bible, previously selected and seemingly adapted to the occasion. One morning while the Committee were on a visit to the school, the sub-committee appointed to visit my department, principally women Friends, came early before I had read to the scholars. I was at first disposed to omit that part of the morning exercise, but the idea did not seem pleasant and I performed the reading as usual. They asked me if that was my practice. I told them it had been since I first had a class of scholars to myself.

We then went on with the school exercise, grammar, philosophy, geography, reading, mathematics, etc., they spending the entire day and part of the next. They expressed themselves pleased and gratified with the sprightliness and accuracy with which the students recited. They reported to the general Committee, making a full statement including the reading of Scripture at the opening of school. . . . . A rule was made requiring all teachers, male and female, to open the morning session in the same way, by reading some portion of the Bible.

There was no woman on the boys' side of the house to exert a favorable influence upon them, and I had felt a concern for some time that the boys should have a parlor in their end, with a suitable matron to whom the little boys could go and get a cut finger wrapped, and who could fix their collars, smooth their hair and produce a humanizing, civilizing, motherly influence upon them generally. When the Committee met I laid this concern before them. To my surprise and gratification, my views were at once united with, and it was decided to have a "boys' parlor" established immediately, and Elizabeth Sykes, a nice Friend from Burlington, New Jersey, was appointed matron to have charge of it.



Benj^a. Hallowell

The parlor was well furnished with carpet, settees, chairs, tables, &c., and it proved to be all that was expected of it and even more. It was near the foot of the "upstairs" and the head of the "downstairs," so that all the boys had to pass the door of the parlor in going to their chambers or to their meals, and the changes in the increased quiet in that part of the establishment were very gratifying, almost marvelous. Friend Rachel Price used to come there occasionally and sit and talk with the boys, and the women teachers, one or more of them, almost every day came to sit with Elizabeth and converse with the students who had the "privilege of the parlor" for that day, so that the boys' parlor, with its arrangements, was regarded as a very useful appendage to Westtown, and the wonder was expressed that it had not been established before.

I now began to feel that the time had nearly come for me to change my condition of life. . . . . My three years' sojourn at Westtown was, take it altogether, the happiest, most congenial and most improving period of my life. It was like a little world in which I felt that I was doing good, and possessed the confidence, affection and respect of those among whom I daily moved, which was a very encouraging and grateful feeling to me. There was a system, regularity and order that I loved; a dignity and a quiet, staid manner, universal kindness and respect, and a united purpose for what was best on every important subject and occasion.—*Autobiography of Benjamin Hallowell.*

When the school had been a quarter of a century in existence people might be prompted to ask what it had done. The following, from a report of the Committee in 1824, gives a pleasing view of the results obtained up to this period in one very important direction:—

"Among the many advantages which it was contemplated would accrue from an institution of this description, several of both sexes have so profited by the course of studies and the mode of instruction thus derived as to be qualified for teachers of schools in many parts of the country; and so far as can at present

be ascertained, the number who have thus devoted a part of their time and talents is at least sixty-nine young men and one hundred and eighty-one young women, the ability and example of many of whom, we trust, have diffused such views of the economy and management of schools, as have tended to raise in due estimation this important and highly useful occupation."

Up to this period the number of children admitted had been 3482, viz., 1337 boys and 2145 girls.

Outwardly there were no great changes in the appearance of the main building during the years under consideration. Minor comforts were added from time to time. A shed covered the boys' pump and a trough was added, so that they could dip their basins without waiting for turns at the pump. The Lombardy poplars at the east and south fronts, once the pride of the institution, grew so tall as to be unsightly and were removed in 1820. The brick walk to the stone house (infirmary) dates from 1815. Coal was as yet unknown, and the wood for numerous fires in the building was prepared in the basement of the boys' wing, and during the winter season required the constant effort of one able-bodied man to cut it, and distribute that portion which went to the middle and western part of the house. It was no slight task to carry the wood necessary to keep the fires burning in large ten-plate stoves. In the east end this duty devolved upon the boys to whom was entrusted the care of the various rooms. The task was, however, cheerfully performed for the sake of the privileges attached to the office.

"Grown up" boys delight to tell of how the official chopper reserved the dry wood for the use of the

girls, either with a view to lightening his own labors, or out of sympathy for the girls, in their possible difficulties in keeping up the fires. They tell, too, that boys used to run races to secure the sharpest axe and the best sticks of wood, in order to lighten their work. Strange how human nature remains the same in all ages!

The troubles affecting the Society in the years 1827–28 were felt at the school, and the bitterness attendant upon the separation in various neighborhoods was reflected in the restlessness and insubordination of the pupils. The rashness and impetuosity of youth led to actions which their parents and older friends, however widely they might differ on other subjects, could not for a moment justify. Committee and officers were alike brought under deep exercise. A few pupils were removed from the school, and patient work with the remainder gradually restored the discipline. This was probably rendered more easy by the fact that the number of scholars at this time was not large. The average attendance for the five years from 1826 to 1830 inclusive was only one hundred and nineteen of both sexes.

CHAPTER X.

THE ADMINISTRATION OF PENNOCK AND SARAH PASSMORE, 1830–1836.

WHEN Philip and Rachel Price returned to their home in West Chester they were succeeded by Pennock and Sarah (West) Passmore. The former had been connected with the school as bookkeeper or teacher since 1816, and must have known every detail of its management pretty thoroughly. Sarah West had entered the school as a pupil in 1811, was a teacher from 1816 to 1822, and later had married Pennock Passmore. She was the first pupil of the school to serve as one of the superintendents. Their term of six years was a stirring period in its history. The separation in the Society and its consequent troubles had left many Friends in scattered and remote situations. The difficulty of giving to the children a guarded education in schools under care of the Society was greatly increased. Westtown became more than ever a necessity. In the Yearly Meeting of 1830, Thomas Evans expressed sentiments much in unison with what was in the minds of many other Friends, but which few had the boldness to utter. He referred to the scattered condition of many of the members and their inability to support neighborhood schools. In

the extension of Westtown influence and work he saw the most promising remedy. If the charges could be reduced so that a Westtown education were within the reach of all, then the one central school might accomplish what was otherwise impossible. The Yearly Meeting therefore reduced the price of board and tuition from $80 to $60 per year, a sum which it was foreseen would not cover the expense. The effect was felt at once. The average attendance for the ten years from 1831 to 1840 inclusive was two hundred and twenty-one, more than one hundred greater than for the previous five years. An immediate result was the demand for increased accommodations. The long-delayed girls' wing was erected in 1833, an extension of 35 feet to the west, similar in all respects to the boys' wing. The basement, at first a laundry, eventually became a dining room for the girls; the first floor a collecting room, the second floor three school rooms, and above that both boys' and girls' chambers received needed additions. This was the only important change in the external appearance of the building during that period, but internally there were gradual modifications which increased the comfort of the family. The old ten-plate stoves had given place to more modern ones, a few carpets were in use, blackboards began to appear, and a greater range of studies was open to the pupils.

The system of rotation "in care" by the teachers was found to be attended with inconveniences. Some were more strict or more lax than others. The

pupils felt the transition from one to the other method of administering the discipline. The greater demands on the teachers' time during the hours of school consequent upon larger numbers, made this outside work a burden. It was concluded to have certain persons charged with the nearly exclusive care of the pupils at all times out of school hours. In 1831 Davis Reece was made governor for the boys, and his long career of usefulness in that position left a marked impress on the institution and its occupants. Hannah Wood was the first governess for the girls. The system thus inaugurated has been continued with some variations to the present time.

In 1834 a teacher was appointed on the boys' side for the instruction of classes in Latin and Greek, and Bartram Kaighn was the first person to hold the position. This action was in accordance with a growing demand. The discipline of the school having become more settled, the rule requiring boys to leave on attaining a certain age had been first relaxed to permit their remaining until seventeen, and then rescinded altogether. Older boys called for more advanced studies and a greater variety. Something very like an intellectual revival followed the numerical increase which began in the early thirties. With the girls there was a decline in the sewing department and a growing interest in scholastic branches. With the boys, higher mathematics became very popular. A rule of the Committee in early times forbade boys studying mathematics with-

Cape Lookout.

out the consent of the acting Committee in each particular case. Now the decision was left with the teachers, and the preference of the pupils doubtless had much influence in determining the result. There developed so strong an inclination for such studies that they were often pursued at the expense of other branches. This tendency in the school was doubtless promoted by the presence of a succession of teachers eminently qualified by character and attainments to inspire interest in this department. For nearly three-quarters of a century this continued to be a feature of Westtown life. Advancement in mathematics became the standard by which pupils were classed. Mention of the names of Enoch Lewis, Benjamin Hallowell, Joseph G. Harlan, Samuel Alsop, Sr., Samuel Alsop, Jr., Isaac Sharpless and Thomas K. Brown will show why this department overshadowed some others.

The student of causes will also note that many Friends had an honest objection to the extensive study of the classics, since it involved an acquaintance with pagan literatures. Mathematics, with its fine mental stimulus, remained the one delightful and unobjectionable field for advanced study. Some have remarked upon this tendency at Westtown as having produced far-reaching results. A son of Enoch Lewis some years ago wrote as follows :—

"In 1799 my father was the only person within the limits of Philadelphia Yearly Meeting who could be procured to fill the office of teacher of a mathematical school. He succeeded in inspiring a taste for mathematical learning and in promoting its

culture to an extent previously unknown in that region. For the last quarter of a century there is no district in this country that is more fully supplied with mathematical learning than that embraced within those very limits. The seed thus sown germinated and yielded fruit largely. The benefits of solid education became widely diffused. Of the students who matriculate yearly at Yale and other eastern colleges, none are so thoroughly instructed in mathematics as those who come from Pennsylvania. The influence of Westtown School on education in Chester and Delaware counties has been very decided. A better informed population exists nowhere on this continent than in those counties."

In 1836 another change was made in the arrangement of work, the results of which were very important. For thirty-seven years the school had been in continuous session, except at rare intervals when the presence of epidemic diseases had forced a suspension. Students entered at any time and left at any time. Systematic classification was impossible. The Committee now proposed to the Yearly Meeting that the year be divided into two terms, with a vacation in spring and fall, the former to include the time of Yearly Meeting. It was suggested also that all pupils be encouraged to enter at the beginning of a term, and among the reasons urged for the change was the need of vacation by the teachers, and the better opportunity which would thus be secured for cleaning, and making repairs about the building. The proposition was adopted, at first with a three weeks' vacation, but the time was soon extended to four. This arrangement continued in force from 1836 to 1890. It is probable that there was little loss to the students, but that nearly as much work was done in forty-four

weeks under the new arrangement as in fifty-two under the old.

In 1832–33 the cholera raged in and around Philadelphia with violence. This was a cause of great anxiety to the friends of the school, and those who resided in more remote places were naturally anxious to remove their children to places of greater safety. Those who lived in or near the city were glad their children were in so good a place. The Report of the Committee in 1833 makes the following mention of this circumstance:—

"In alluding to the occurrences of the past year, the Committee feel it to be cause of gratitude to the Preserver of men that the institution has escaped the epidemic which has so extensively prevailed throughout our country. Although much may be attributed to the healthfulness of the situation and the salutary regulations exercised over the scholars, yet we cannot but acknowledge the exemption as an evidence of the preserving care of that beneficent Providence to whom we owe all our blessings. Several cases of the cholera having occurred in the vicinity of the school, and the rapid course of the disease rendering prompt medical advice necessary, the Committee deemed it expedient to employ a physician to reside for a time on the farm, and also to engage experienced nurses to attend at the institution should their services be required. The expense of these arrangements, we believe, was more than compensated by their influence in allaying the anxiety of parents, and calming the agitation and fears which had been excited in the minds of some of the scholars."

Pennock and Sarah Passmore gave up their positions in 1836. They must have had an animating sense that they left Westtown better than they found it. A well-known poetical production spoke of Pennock Passmore as one—

"Who better knew the infant mind to guide
Than cents to save or dollars to provide."

This playful couplet, often quoted, has given rise to some misunderstanding. Pennock Passmore was a judicious and successful man in the management of his own private affairs, and there is no reason to suppose he was any the less so as superintendent. But there were unusual demands for money in his time, and the dissatisfaction of any complaining ones would centre on the superintendent as the financial agent of the Committee. It should be borne in mind that he assumed charge of the school at the beginning of the crowded period under the $60 rule. During his entire superintendency the pupils paid for board and tuition less than four-fifths of the actual cost. The Yearly Meeting was called upon to make up large deficiencies, as well as pay for the western wing of the house. It was natural to compare this with the frugal management of former administrations without taking all the facts into consideration.

The first line of the above couplet recalls the tradition that Pennock Passmore could conduct the recitations in any room in the building, or answer questions likely to arise in any class.

Westtown School, 1840.

CHAPTER XI.

THE ADMINISTRATION OF NATHAN SHARPLESS AND MARTHA JEFFERIS, 1836–1843.

NATHAN SHARPLESS, a valuable Friend from Concord, became the superintendent in 1836. His wife was a partial invalid, and did not hold any appointment at the school. He was assisted by his widowed sister, Martha Jefferis, as matron. They assumed the positions rather as substitutes, but their stay was prolonged to nearly seven years. Nathan Sharpless was not particularly versed in the knowledge taught from text-books, but he knew men and affairs. He was remembered as a "most impartial administrator of justice, and the boys used to say with emphatic approbation that he always considered the scholars' side of the question as well as the teachers', and no underhand work was countenanced in either." And Lydia Sharpless, though taking no active part, "was the motherly and warmly-beloved comforter of every homesick or ailing child who found an asylum and never-forgotten sympathy in No. 19." The prosperity of the school continued. The panic of 1837, and the disastrous consequences to the business interests of the country was not sensibly shown in any falling off of the attendance at the school. The inevitable deficiency resulting from the low

charge was met by the Yearly Meeting directing subscriptions through the different quarters, but the strain was more than Friends could well endure for a series of years. In 1838 the price of board and tuition was again raised to $80 per year, and never again fell below that sum.

The subject of pure water for the use of the school occupied the attention of the Committee at intervals for several years. An exhaustive Report in 1835, signed by Benjamin Cooper, Nathan Sharpless, Jno. Paul, Edward Tatnall, Thomas Evans and Bartholomew Wistar, states that an improved water supply was much needed—that a chemical analysis of the water from the wells at the school showed the presence of five to eight per cent. foreign matter, while water from a spring west of the house on the race bank contained only two per cent., and that of Chester Creek only one per cent. foreign matter. The necessary inference was that it would be best to force up water from Chester Creek, and store it in a system of tanks near the buildings. The report was placed on record, and some of its recommendations afterward adopted. First of all a tank or cistern 120 feet long, 6 feet wide and 4½ feet deep was made along the south front of the house. At a later period two smaller tanks were added at a higher level, into which the spring water was forced, and the overflow lodged in the great underground tank above described. The force-pump was at first located at the mill, but was afterward removed to the present site near the spring. Thus the question of pure water

Wheel House.

was happily settled, and the spring still remains the main source of supply.

With an abundant water supply, it soon followed that wash rooms were arranged for the pupils. Pipes and spigots now replaced the pump in the girls' wash room, and the improvement was appreciated. Soon, also, the wood-cutting department was removed from the basement of the east wing, and the space thus acquired was utilized as a wash room for the boys. A stove and boiler were added, and some effort made to temper the air of the apartment. Few improvements were more welcome. Boys of former years grew into men and men grew old, but they never seemed to forget the peculiar icy chill of that outdoor face-washing at the end of the gallery.

In 1838 the use of coal was becoming more common in country places, and the suggestion was made that it might be used to advantage in warming the rooms at Westtown. As was customary in all such cases, the subject was referred to a sub-committee for careful examination. Their report was favorable to the substitution of coal for wood on the score of comfort and safety. The figures supplied by the Committee are interesting and suggestive. The estimated cost of heating by wood was given as follows :—

200 cords of wood @ $1.50 per cord, . . .	$300
Hauling @ 75 cents " . . .	150
Cutting @ 50 cents " . . .	100
Carrying wood and making Fires, 6 mos., . .	60
	$610

It is the judgment of the Committee that the house may be more comfortably warmed with much less risk to the building by the use of coal. For this purpose there will be required

100 tons of coal, costing at Norristown $4.50,		$450
Hauling from Norristown @ $2.00,		200
Carrying coal and making Fires, 6 mos.,		60
		$710
To this must be added the first cost of thirty new stoves and pipe,	$412.50	
Less value of stoves in use,	125.00	
Net outlay for stoves,	$287.50	

It was proposed that the wood should be sold off of forty acres of land, then estimated to be worth as high as $90 per acre, the proceeds of which would enable the Committee to make several desirable improvements. The new plan for heating was so far adopted as to introduce six coal stoves as an experiment, and after one year's experience the remainder were changed. About the same time the boys' collecting room and the meeting room over it began to be warmed by a furnace. The sawmill in connection with the gristmill dates from 1839. Some of the first work done by this mill was to saw portions of the lumber for a girls' play shed 90 by 40 feet, paved with wooden blocks, which was erected west of the north end of their gallery.

Thus it is seen that continual watchfulness was exercised to obtain for the family all needful outward comforts, and at the same time to secure for them such favorable surroundings in other ways as would most contribute to their growth in all good things.

The Mill—Rear View.

CHAPTER XII.

THE ADMINISTRATION OF PENNOCK AND SARAH PASSMORE (SECOND TERM), 1843–1848.

NATHAN SHARPLESS and Martha Jefferis having prolonged their stay more than six years, were finally released by the return of Pennock and Sarah Passmore for a second term of service. They found, as they had left, a most flourishing institution, not always so crowded as in the thirties, but year by year accomplishing great good for its occupants. They now found associated with them at different times and varying periods, such teachers as Howard Yarnall, James Emlen, Joseph Walton, Yardly Warner, Hugh D. Vail, Sarah Baily, Susanna Lightfoot, Abigail (Williams) Hall, Rebecca Kite, Martha C. Barton, Elizabeth (Walter) Hoopes, Margaret Lightfoot, Martha D. (House) Allen and others whose names will long be remembered at Westtown.

There was also a decided change of policy in the school. Instead of making rules to exclude boys over a certain age, the Committee were engaged to urge upon the Yearly Meeting and the parents, the loss sustained by entering pupils for only short periods, and the disadvantages which resulted from withdrawing so many large boys during the summer season.

Instead of a prohibition upon the study of mathematics and some other branches, the Committee "feel the importance of rendering the course of study as complete as circumstances will permit of, and also furnishing such facilities for pursuing it successfully as the means at their command will afford." (*Minutes*, 1845.)

Not only were they solicitous for the educational progress of the students, but they were much concerned that in dress and language they should appear as Friends. For several years a sub-committee was engaged in considering these subjects, and was able at length to report some encouraging progress. In the matter of the dress of the pupils the wish of the Committee became law, but for a long time it seemed that no enactment by a body of Friends could induce the boys to adopt the plain language. Report was made finally that a salutary improvement had been observed in this respect also. The cause of the improvement can best be shown by entering a little into the life of the boys under the care of Davis Reece, who, it will be remembered, had been made boys' governor in 1831.

It was customary to punish, by deprivation of some pleasure, all boys who were observed in the use of "plural language." To accentuate this, and offer some inducement to the boys to submit cheerfully to the regulations of the school on this subject, the following proposition was made:—The boys were to be organized into language companies of three or four each. If any one of a company was noticed in the

use of plural language, the whole company was punished, or to use the language of the time, "dipped." As the companies were of their own choosing, the plan seemed not unfair. As a further inducement it was agreed by the authorities that a half-holiday, called a "privilege," should be given once in two weeks, or as near as might be convenient. When the privilege was proclaimed, those companies, some of whose members had been heard in the use of plural language, were sent off to a school room under the supervision of the teacher in second care. It was a simple arrangement—so much healthy play on a six-hundred-acre farm for so much self-restraint. In many cases the self-restraint became habitual, and the improvement in this particular was so marked that often there were no companies to be "kept in." In later years only one or two of the half-holidays per term were "language privileges," though the compact remained in force all the same. But the Westtown world possibly outgrew the system. Forty years later, time became too precious to admit of a half-holiday once in two weeks; the companies were swept away by a generation of officers who knew not their history. The whole system of language companies and privileges became only a memory of the past, but it was a vigorous agency in its day, and wrought far more effectively than this sketch can indicate.

Two improvements in the buildings should be mentioned in connection with Pennock and Sarah Passmore's last term of service. The original school

building had a very steep roof, and the boys' chamber was, in effect, only an attic extending along the middle of the building. In 1846 a new roof being needed, advantage was taken of the opportunity to raise the sides of the house four feet without much altering the peak of the roof. The two wings were also made uniform in height with the central building, and the whole covered with slate. This greatly improved the boys' chamber, though it was still so low that a well grown boy could not stand erect at the sides. There were now windows on all sides, and the opportunities for ventilation greatly improved. The cost of the change was about $5000. Near the same time, a Friend offered to defray the expense of two nurseries separate from the main building. These were built thirty-two by twenty feet, two stories high, two rooms on each floor, and connected with the boys' and girls' galleries respectively. They added greatly to the comfort of the family in time of sickness, for the rooms set apart in the body of the school building for nursery purposes had long been a source of anxiety and danger.

It is possible that this narrative, so full of the trials of the officers and the struggles of the Committee, may impress the reader as presenting rather a dark picture. Yet the life at Westtown was not sombre or wanting in cheerfulness. Many testimonials might be given to show the harmony of the family, and the home-like feeling which prevailed. Quotation is made from reminiscences contributed by a former happy pupil :—

Old Westtown from Girls' Bounds.

Westtown in 1846.

All that is at all
Lasts ever, past recall.

—Robert Browning.

For only two years did I dwell beneath the roof of old Westtown, only two, and yet how vivid their impress after the lapse of forty-four years!

As I sit down to recall the impressions and recollections of my sojourn there, I feel like a voyager spreading out a map before him, and thereon tracing the windings of his way. I start with my ride from Philadelphia in the old-fashioned dearborn, and my arrival at noon at the school, when a sense of vastness, a large house, large rooms, large grounds, made a vivid impression on my mind. It was all so different from anything I had ever seen, yet it looked comfortable and pleasant. With the exception of one short spell of homesickness, it was always to me a happy home. I took everything as it came. My parents had wisely instructed me not to criticize anything, so that while it was hard to some to use the pewter porringers alike for soup and for milk, to me it was the order of things, and as such to be received. My period was from 1844 to 1846. Very few changes had then been made. The spirit of improvement began to assert itself after I left.

Our household was presided over by Pennock Passmore and his gentle wife. Deborah Smith was our governess, Davis Reece the boys' governor. Sarah Baily, Rebecca Kite, Elizabeth Walter, Martha C. Barton, Priscilla Walter, Margaret Lightfoot, Martha House, our teachers, Phebe Carpenter our nurse, while Hannah Wiley reigned supreme in the laundry, not allowing us to wear white collars. "Sally" presided in the bakeroom, "Billy" was watchman, Hughes Bell had the farm, Cyrus Mendenhall was librarian, Charles Sankey was the tailor.

James Emlen and his wife and estimable family lived at the infirmary, and entertained the Committee Friends. Very few people have I ever seen who were as saintly as James Emlen; the very dove of peace seemed always brooding over him. He was, indeed, a living epistle, seen and read by the young people by whom he was surrounded, and implanting in many a young heart a desire to serve the same Master. Often his lovely wife Sarah (Farquhar) Emlen gave voice to her experience in living words

to our help in the right way. I seem to see that quiet meeting room, with the soft summer air flooding it, while only the songs of birds broke the silence. Yet we often had ministers present. Christopher Healy I remember, and Thomas Kite, William and Thomas Evans, Samuel Bettle, Elizabeth Evans, and others.

Then the lecture room through which we passed to reach the meeting room was the scene of many delightful evenings, especially when we listened to Joseph G. Harlan as he unfolded to us some of the wonders of the celestial bodies, and thrilled our hearts with ardent desires to tread the paths of scientific research.

During the first year of my Westtown life Rebecca Kite was the one to take us walking, and such rambles I have never had since. I can recall many routes we took, one of the pleasantest being through the boys' bounds (what an event!), by their gardens, through the "labyrinth," and away into the lovely expanse of forest, hill and valley. Occasionally we would halt to recite poems in concert. Especially were we fond of hearing Bryant's "Forest Hymn" as we stood beneath a giant oak. Many of the girls carried their botany boxes, and gathered of the flora native to the neighborhood.

Lichens abounded, and a collection of them often formed the trophy brought back. Our glimpses into the clean, tidy kitchens when we halted for a drink of water were refreshing, and remembered through the lapse of years. Sometimes we gathered wild strawberries, sometimes found a beautiful grassy hill, down which we had the delight of running.

Great was the relish with which, on our return, our evening meal of pie and milk was enjoyed. Those wonderful pies, that by some process, known nowhere else, were made to taste better than any others, whether because they were baked in large earthen plates, in a clay oven, I know not; the fact is acknowledged, we have never elsewhere met with anything like them!

The burning of the "Indian Tree" was one of the events, during my life at Westtown, which made a great impression on my memory. Its destruction marked the close of an epoch, and as we stood around its charred remains we recited "The Song of Tuckahoe" and "Indian Names." I have a poem inspired by this much-regretted cremation.

Our recreations were very simple, but we enjoyed them keenly. The philanthropy of one of the Committee Friends in sending out

Sarah Emlen.

a huge coil of jumping rope, a number of rolling hoops, and a liberal supply of grace hoops and sticks, was most fully appreciated by the joyous girls, who through the means thus afforded found vent for all the suppressed restlessness of vigorous physical healthfulness.

The south woods was a delightsome place to me. I loved to sit on the seats imbedded in tall trees, while wild flowers grew at my feet in a perfect abandon of luxuriance. I remember the summer house, with its myriad names, which would get there in spite of prohibition, and the verses written on the ceiling by one of the scholars "not termed girls":—

"When last I passed this summer house,
As I hurried quickly by
Cupid's arrows were at me sharp
From many a sparkling eye.
Indeed I no offence intend,
And trust it is no sin
To hope that when I next pass by,
I may be invited in."

And the answer by one of the assistant teachers:—

"Surely, friend, thou art mistaken,
Cupid has no dwelling here,
Those glances which for love were taken
Prove thee but a novice here.
Learning is our warm endeavor,
And leaves no time for fooling,
We'll bid adieu to thoughts of lovers
Till we have done our schooling."

The orchard was another pleasant place, and it contained such apples as we never tasted since. Those Queen apples! How satisfied we returned with our stores, to put away in our gallery trunks to last till the next weekly visit. There was a large pear tree in the southern part of the bounds, the fruit of which we were allowed to pick off the ground. I have searched in vain for pears of such exquisite flavor!

A champney rose bush grew between two of the south collecting room windows, of such rare delicate perfume that ever since, the

name has been associated with Westtown. That grand old pine tree at the southeast end of the house, how we loved to hear the wind soughing through it:—

> "The wild wind through the forest wakes,
> And in yon gloomy pine strange music makes,"

was often quoted by us.

Our Seventh-day evening collections were very pleasant. While some of the girls sewed or did fancy work, others volunteered the recitation of poems in concert. Some poems were very popular, and, as announced, a long line would be formed against the east wall. I believe the poem known by the largest number of girls was "An Address to Daniel Wheeler."

"Ursa Major," "The Crisis," "The Pharisee," "Isabella of Austria," "The Painter of Seville," "Niagara," "The Ocean," and many of Willis's poems, were among the favorite recitations. The little girls had their pieces, too, and I have no doubt that during the years that have passed since, many little ones in many households have been soothed to sleep, as have my own children, by repeating "Heaven" and other sweet little poems learned at Westtown.

We used to call our last gathering before retiring, "bed collection." How memory recalls the faces of many of those bright, guileless, happy young girls, upon whom the hush of that quiet hour fell as a benediction!

So I lay my loving, grateful tribute upon the shrine of dear old Westtown, always rejoicing that I came within the sphere of her influence. There I formed many of the choicest friendships of my life; there I learned lessons I have never forgotten, and there I came in contact with some of the most elevated and purest lives I have ever known.

May the future of the institution grow brighter and brighter, and may she ever stamp the seal of truth and of every grace upon the hearts of those who come to her.—*Elizabeth B.* (*Griffith*) *Baily, of Covington, Ky., in the papers of the Historical Committee,* 1890.

CHAPTER XIII.

ADMINISTRATION OF JOSEPH AND HANNAH SNOWDON, 1848–1858.

JOSEPH and Hannah (Ecroyd) Snowdon were members of the Northern District Monthly Meeting in Philadelphia. The former had been on the Committee since 1834, and had gained considerable acquaintance with the work of the institution. The latter had entered the school as a pupil from Muncy, Pa., in 1830. They served acceptably as superintendent and matron for over ten years, and were afterward retained on the Committee. In the spring of 1868, they again acted, temporarily, as heads of the household.

The average attendance for the ten years under consideration was about two hundred and two pupils, and the school was generally prosperous. Some cases of typhoid fever in the spring of 1851 gave rise to much uneasiness, and the school was finally dismissed a little before the usual time for spring vacation. Two boys died of the disease. This brought much increase of care upon the general officers and every effort was made to determine if any local cause existed, to which the disease might be traced. The spring vacation was prolonged a few weeks to give additional opportunity for repairs and renovation. Advantage was taken of the long recess to renew the

floor of the entire basement. About the same time a building was erected for laundry purposes, and that work being removed from the basement of the girls' wing, an opportunity was afforded for a separate dining-room for the girls. Other improvements were added from year to year. The girls' porch across the west end of the house dates from 1848, and their bathing quarters, with fourteen bath-rooms, supplied with hot and cold water, were completed in 1850.

The farm house (James Gibbons' Mansion House) received a large share of attention at this time. It should be remembered that the school building contained no rooms for the accommodation of the relatives and friends of the pupils. The farm house was expected to be not only a residence for the farmer, but a house of entertainment for occasional visitors. An early minute states that the Committee were desirous that it "should not be viewed as a *tavern*, where arbitrary conduct in calling for meals, commanding the servants, etc., is often observed, but that, as much as possible, a Christian and meek deportment be maintained; that the table be provided with victuals, plain cooked, and served in a decent way, merely for needful accommodation, avoiding all profusion and unnecessary expense." For this double service of practical farmer and accommodating host the Committee had been able to secure the services of valuable Friends, men of character, and often worthy of more extended notice than space permits in this volume.

At the time under consideration the farmer was

Farm House from Visitors' Path.

Isaac Hayes of Chester County, soon to be succeeded by John Bennington of Delaware County, Pa. Often the farm house was a social centre of considerable importance, and at all times its relations with the school were such as to make the right ordering and comfort of the household, matters of importance. In 1850 the house was declared to be not only inadequate to the needs of the place, but by reason of its age, beyond repairing. The Yearly Meeting encouraged subscriptions in subordinate meetings for the purpose of rebuilding, and when the amount pledged was sufficient to justify the expenditure, a new house was built. This was placed a short distance north of the old mansion, and cost in the aggregate $8475. The total of subscriptions for the proposed improvements was about $10,000. The remainder of the sum, with additions, was used to defray the expense of a new barn in 1853. Both these structures are still in use, and have added greatly to the comfort of the successive occupants of the one, and the economical management of affairs belonging to the other. The old barn continues to serve as storage room for hay, and for other purposes.

Almost at the same time the railroad was completed to West Chester by the addition of a branch from what was known as "The Intersection," now Malvern, on the main line, to the latter point. The stage route to Philadelphia was therefore abandoned, and the school transported students and their baggage to and from West Chester by way of Milltown and over the crest of Walnut Hill. Eight years later,

in 1858, the railroad via Media struggled through to West Chester, and Street Road Station (now Westtown) became the point of arrival and departure.

He who writes a detailed history of the school must devote a full chapter to the old stage route and its vicissitudes. It is possible to state the bare facts in a paragraph or two, but it should be remembered that these changes in methods of transportation involved very considerable readjustment to adapt the life of the inmates of Westtown to each varying condition. At the opening, and for more than fifty years thereafter, all travel was on horseback or in carriages. While the school was without vacation, and the pupils were coming and going at frequent intervals, it was seldom that many needed conveyances at any one time. But when the session system was introduced, and the children met in Philadelphia and came out in stage loads, the twenty-mile ride became an important event in the career of the Westtown scholar. The trip back to the city was a renewal of the excitement and bustle.

The personal experience of a pupil who entered the school in the early fifties is given in the following happy description of one of the trips out:—

"Uriah Hunt and Sons' book store, Fourth street, below Arch, was a busy place that day. At the proper time there were drawn up by the sidewalk a number of 'Dearborns.' Into some of these the girls were placed, into others the boys, and the trunks into the wagon that followed, and the long ride began. And here I wish to commend the wisdom of this plan of taking children, who are strangers to each other, to boarding school. By the time that ride was ended the inmates of each Dearborn were

Westtown Station.

old acquaintances, and we entered upon our new and strange life at the school feeling that we were not alone in that great, little world."—*Old Westtown.*

The internal management of the school was also undergoing some changes. The increase of studies and consequent attempts at classifying the school seemed to leave the smaller boys without sufficient personal attention. About 1845–6 the lower class of the boys was set apart as a primary school under the exclusive care of one teacher during school hours. For many years the work of this department was done in Room No. 9, in the basement at the foot of the stairs, and the plan of separation was never afterward wholly given up.

The library, with its $50 per year appropriation, was still a rather small collection. In 1854 some benevolent persons gave a sum of money sufficient to permit a decided increase. There are no accurate statistics, but presumably the number of books was more than doubled. Cases were now prepared in the boys' parlor, No. 14, and the whole of the books rearranged and a catalogue of them printed.

About the year 1851 some of the older boys interested themselves to print a catalogue of the officers and students. It was a diminutive pamphlet, and the expense probably was met by the sale of copies in and out of the school. After two or three years the school itself assumed the burden, and semi-annual or annual catalogues have been issued since with the exception of one year. These supply much information as regards the members of the family at any

given time, the text-books in use, and finally the course of study. In early catalogues the pupils were arranged in the order of size, that being the order in which they sat in the collecting rooms, and which they assumed in going to meals or to meeting, the smallest first. At a later date the names of the pupils were arranged according to classes, and fuller information was included concerning elective courses of study and the various facilities offered to students. A complete file of catalogues is rarely seen, but they form an interesting source of corroborative history.

For more than half a century the tallow candle had been the only source of illumination. A few candles to each room, generally mounted on very primitive supports, were supposed to furnish sufficient light. The long halls must have been dreary places, and how the eyes of the pupils survived the strain of evening work has not been explained to the the understanding of the present generation. Following the candle dip, came a few years in which oil lamps were used. These were better, but the age of petroleum had not yet come, and the question of light was a perplexing one. In 1854 gas was introduced. It was manufactured on the premises, under the supervision of the carpenter. By this means the amount of light was greatly increased and a large element of danger from fire was happily removed. This and other improvements cost money, and again willing Friends supplied the needed assistance. The old barn near the site of the present greenhouse was torn down, and another erected north of the line of

Down the Visitors' Path.

the buildings. New roofs were needed by the houses on the lane, and in all about $11,000 was expended in sundry minor changes and improvements during the years 1855–56–57, most of which was contributed by two interested members of the Committee.

This chapter, partly devoted to the farm house, can scarcely be closed without recurring to the good cheer there dispensed, and the part it has always played in the life of the school. In earlier times no visiting at home was expected, but instead of this the relatives came to Westtown, and were joined at the farm house by their children and near of kin. After the completion of the railroad this custom continued and increased. Visitors often prolonged their stay for two or three days. Release from studies, the company of friends, and the appetizing dinners served at the farm formed a combination of good things which appealed strongly to Westtown students. As a result, a peculiar charm, strengthened by tradition and fortified by experience, attached to the farm house, and the very name suggested pleasant memories, scarcely understood in later days. Finally there came a time when more frequent vacations and occasional visits home by the pupils led to the partial decadence of the custom. Improved railroad facilities encouraged short visits, and the pressure of lessons after the improved classification of the school, all tended to the same result, and the long visitations were discontinued.

CHAPTER XIV.

ADMINISTRATION OF DAVID AND RACHEL H. ROBERTS, 1858–1861.

WHEN Joseph and Hannah E. Snowdon left the school they were succeeded by David and Rachel H. Roberts of Moorestown, N. J. These Friends, like all others in the same situation, were deeply interested in the work of the school. They had long been more or less actively engaged in its management, having been on the Committee as early as the twenties, and the name Rachel Hunt appears on the list of students in 1807. Their brief administration of three years was not characterized by any marked events. The average attendance for a few years was rather small, but the standard of work was none the lower. Teachers continued to come and go, and changes were unpleasantly frequent.

Seldom in the history of the school has the departure of any officer seemed to leave a more evident vacancy than that of Davis Reece. He gave up his position as boys' governor in 1859. He had been a teacher for five years and governor for twenty-eight, making a continuous sojourn of thirty-three years, a term of service second in point of time only to that of Sarah Baily. In these years the name of "Master Davis" had become a household word throughout the Yearly Meeting. He acquired a wonderful knowledge

Davis Reece.

of all the directions in which surplus boyish energy might find vent. He knew intuitively how to thwart and render harmless these evidences of restlessness. But useful as was his talent in that line, it was not for this that he was chiefly to be remembered. He possessed that highest qualification requisite for those who would control and influence others—an attractive personality and a quick perception of kindred qualities in others. Hence it happened that he drew to himself in lasting friendship many strong characters among the boys, and made them allies in governing the school. They were not his allies in any sense offensive to boyish nature, but he interested them in useful things, and raised their thoughts and ideals above the prevalent rivalry for outwitting the administration.

The reading aloud of interesting books was one of the customary ways of filling up otherwise misused time. Davis Reece selected certain older boys for this service, and was himself an impressive and clear reader. Long walks in the interest of science furnished excellent outlets for surplus energy. He excelled in these, and while he secured every advantage possible in a disciplinary sense, he did much more. He so interested the boys in botany and mineralogy that many of them acquired a fondness for those studies, and developed tastes which were a life-long pleasure and profit. The rich collection of minerals now at the school may properly be said to have had its beginning with Davis Reece. The first specimens of mounted birds also were secured through his influence.

Before the days of regular games and broad play-

grounds, the favorite summer amusement was gardening. Each small company of boys had a little piece of garden which was usually tended with care, and in which was exhibited whatever taste the owners might possess. Flowers of various kinds were grown and beautiful paths established. At one time each plot of ground contained a rustic summer house, and in the autumn these were utilized for storing nuts and apples. In after years, when base ball was introduced, and other changes followed, the gardens were deserted. As late as 1865 the outlines of beds and paths still showed in the sod at the eastern edge of the boys' woods, and some daffodils which survived neglect are still to be found in the vicinity. In their day the boys' gardens were a well-known feature of Westtown life.

Master Davis' garden was always the nicest, but his sympathy and interest extended to the humblest effort of the lowliest boy. Hence it came about that when, in 1859, Davis Reece left Westtown and settled in West Chester for the remaining days of his life, old scholars felt that a much beloved and personal friend had disappeared from the school.

The following extract pictures him as he appeared in his daily life at the school:—

"There was Davis Reece—so long governor that his walk to ring the large bell seemed like the movement of a well-ordered piece of mechanism; who did the same things and lectured, punished and drilled in the same room, and in the same manner, year in and year out, and yet seemed never to tire or fail. How many men scattered all over our broad continent, whose heads are turning gray, or perhaps their steps faltering, will smile at his name, and wonder how he kept on so calmly?"—*Old Westtown.*

CHAPTER XV.

ADMINISTRATION OF DUBRÉ AND JANE W. KNIGHT, 1861–1868.

DURING the administration of David and Rachel H. Roberts, the bookkeeper of the institution was Dubré Knight. The girls' primary teacher during about the same period was Jane W. Edwards. They were married in 1861 and assumed the duties of superintendent and matron. Dubré Knight was a man of wide experience in educational matters. He had taught with Benjamin Hallowell at Alexandria, Va., had conducted a girls' school at Wilmington, Del., and had been associated with the Gummeres at Burlington, N. J. Jane W. Edwards entered the school from Muncy, Pa., as a pupil in 1831, and returned as teacher in 1857.

In 1861–2, when these Friends assumed charge, the attendance was only one hundred and forty-nine, the lowest figure reported for more than thirty years. It was in the first dark hours of the civil war. Soon, however, the number increased, and the year 1866–7 saw an enrollment of two hundred and forty-three pupils, a point reached only on one or two other occasions. This expansion led to an agitation for additional accommodations, which eventually led to the

erection of what is at present known as Industrial Hall. Dubré Knight was anxious to see the entire school building renewed at that time, and his personal influence secured some generous offers of aid for such an undertaking. The time had not come, however, for such action, and the Yearly Meeting of 1868 authorized, instead, the erection of an additional building, upon which work soon began. This will be described on a later page.

The civil war did not seriously disturb the school. It was impossible wholly to avoid the excitement which was abroad in the land. One teacher left the school to enter the military service, and a few boys were in danger of being carried away with the popular excitement, but in general the regularly recurring lessons were recited much as if the country were in profound peace. Indeed, a few pupils from the south found at Westtown a secure retreat until such time as it was safe for them to return home.

The girls' school was seldom in more prosperous condition. For some time the average number of girls throughout the year was about one hundred and fifteen, and many of these were of an age and character to give a high tone to the school.

It also seems fitting to mention here a peculiarity in which the girls' department was distinctive, a certain social feature known as the company system. It did not belong to that period especially, but was then at its point of highest development, and merits a few words of description. And yet it baffles the historian. The articles of its constitution were no-

Elizabeth Walter Hoopes.

where written down, but its unwritten laws were quite as thoroughly enforced as the rules of the Committee or the orders of the governess.

Traces of "companies" may be found as far back as the first decade of the century. Sometimes the girls associated on geographical lines, but little worthy of notice existed prior to about 1840. Then companies or bands began to exist, often not more than six to a company, and gradually there clustered around these the traditional respect which made them a feature of the school. Girls were not expected to walk or play on Seventh-days and during "privileges" with those outside their own company. Boxes from home, at least so far as eatables were concerned, were held in common. The power which forbade foreign association, and decreed that school friendships should exist only along certain lines was the force of public sentiment. Striking and characteristic names prevailed. The "Daisy Chain," "Ruby Seal" and "Myrtle Wreath" may be cited as examples. Membership practically descended from older to younger sisters and sometimes to cousins, but at the beginning of each session there was a period of reorganization. When all the older companies had filled their depleted ranks there were many girls left. When the strongest social characters among these had drawn together and chosen a name, there still remained a portion. When the governess had interested herself to organize the last few, it was not in human nature to avoid sometimes calling them "scratch companies." In fact, it was

the inherent selfishness of the system which finally led to a general revolt against it. Perhaps there were elements of beauty and good which are not easily pointed out. It was in the winter of 1874–5 that the members of one of the largest companies ascended the platform in the girls' collecting room, and publicly "announced itself dissolved, and that its members felt themselves at liberty to associate as they chose, without being called to account by any organization." The end, of which this was the beginning, followed very soon, and all Westtown companies became things of the past.

If the historian were similarly called upon to point out a feature of the boys' school which was peculiar to the time and place, he would unhesitatingly refer to the chamber organizations. These date from the year 1865.

To understand what these were, the reader must bear in mind certain features of the Westtown life. The boys' chamber on the fourth floor was practically one large room, with beds so close together that almost every boy was within reach of one or two others. Many of the beds were double. Boy nature being as it is, the temptation to use pillows upon each other was almost irresistible. No duty which devolved upon the governor was more delicate, difficult and onerous, than the preservation of order in the chamber after the lights were extinguished, and before sleep came to the eyelids of the boys. In winter the chamber was cold, and the task, always distasteful, of patrolling the long room at such intervals was pe-

BY MARRIOTT C. MORRIS.

BY GEO. VAUX, JR.

Views in the Boys' Chambers.

culiarly burdensome. If the governor had been busy during the day and was fatigued, the difficulty was increased. David J. Scott was the governor, the successor to Davis Reece. Just at that time a great wave of good feeling spread over the school from its absorption in a popular movement. The skating pond was in process of making. David J. Scott had been active in raising subscriptions for it, and his practical energies were engrossed in overseeing the work. Skating had recently become very popular, and there was no surer road to the gratitude of the Westtown community than by recognizing and assisting in this favorite diversion.

It was at this crisis that David Scott had a happy thought. He said to the boys on one occasion that he was doing a good deal for their enjoyment, and heard on all sides expressions of appreciation. He suggested that if they wished to make some substantial return for his work, they might excuse him from attendance in the chamber after the lights were extinguished. "What he asked would be little for them to give, but much for him to receive." The proposition was accepted. The arches in the chamber indicated five natural divisions. The occupants of each met and formed an organization. They had a president, secretary and order committee. Every boy joined. Thereafter the governor saw that all were comfortably in bed, then extinguished the lights and went boldly down stairs. As a point of honor he did not feel at liberty to re-enter the chamber until he went up with the officers at ten o'clock. At the end

of two weeks each organization met and reported in writing. The standard of behavior was high. If there had been any restlessness, a slight exception (without names) would appear on the report, and the guilty parties promptly came forward. The impulse given that first winter was sufficient to carry the system about eight years into the future, and possibly, with tactful management, it might have been made a permanency. It was discontinued finally at the instance of the governor, the system failing at that time to produce the order required.

In their day, the organizations were useful to the school in other ways than simply releasing an officer from certain unpleasant duties. They did much to mold a healthy public sentiment on the subject of order. New scholars sometimes entered the school with the usual boyish desires for unrestrained freedom. They became members of the chamber organization without much thought of any changed relation to the question of order. They took an early opportunity to indulge in something which was against the rules. Suddenly they found themselves face to face with an offended public sentiment, doubly effective because of its organization. They were made to feel, perhaps for the first time in their lives, that community restraints were less easily evaded than the oversight of professed guardians of the peace. The lesson was often a useful one.

Like many another experiment the system had its day, and ceased to be. It suggested much as to the possibilities of self-government. It did great good

in its time, and ever since, the Westtown boys have been quick to organize to accomplish specific ends.

Dubré Knight's service at Westtown was terminated by his death on the third of Second Month, 1868. For some years he had been dull of hearing, and was forced to use a trumpet in ordinary conversation. This caused no loss of interest in what was occurring around him, nor did it mar his strong social qualities, except for the slight embarrassment to strangers when first attempting to speak in the trumpet which he always carried. Although debarred from active service in the school room by this deafness, he seemed to have an intuitive perception of when things were going wrongly, and many a young teacher found his hands strengthened by a kind word at the right moment, or a hint full of meaning to some restless character in the school. And while he was the soul of kindness, his sense of the wickedness of young people who wasted their opportunities, led him at times to assume an air of great severity. Indeed, had it not been so serious, it would have been laughable to witness the helplessness of an offender when brought before him. With no opportunity to reply —for at such times the trumpet was not offered—a boy must take whatever came, and the least attempt at extenuation usually resulted in such representations to the offender as left no desire for a second experience of the kind. Dubré Knight won the respect and affection of all with whom he was associated. This was the result not only of his ability as an in-

structor in the ordinary meaning of the term, but he was in the finest sense a gentleman.

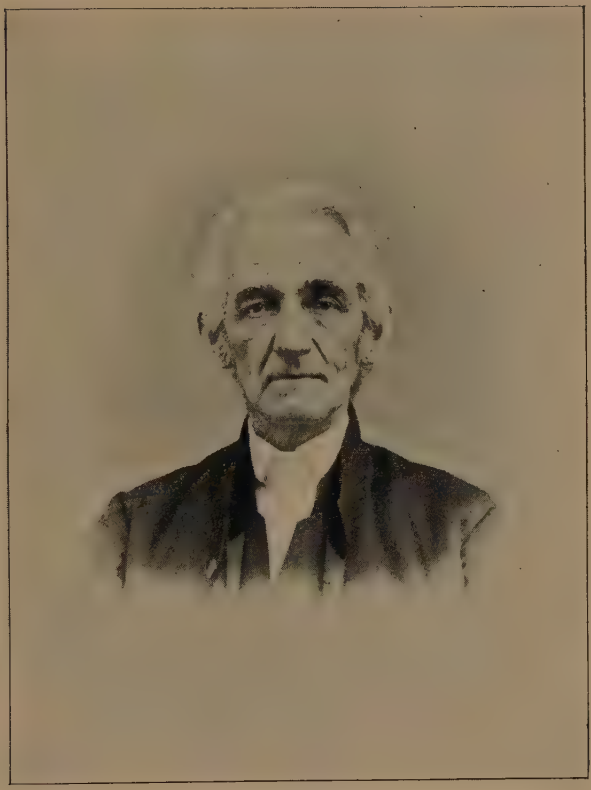
If asked to name the most distinctive outward trait of his character, reference must be made to his unfailing politeness and courtesy. There was something courtly in it—yet always suggestive of the embodiment of Christian graces. Every visitor who landed at the north door was made to feel this, and every new pupil who came timidly among strangers was made to know that one person, at least, was concerned for his welfare. There was also an earnestness about him which was constantly felt, though it might not be expressed.

A fine literary scholar, and something of an author himself, he was an excellent and impressive reader, and possessed the power in an unusual degree of arousing the interest of others in that which engaged his own thoughts. His readings from the Bible, and his rendering of certain favorite poems, like Pope's "Messiah," were long remembered by those associated with him.

He died very suddenly, on a Second-day morning, soon after the daily recitations had commenced. From the governor's room, where he had been called in consultation upon a matter of discipline, he passed to the office, and a little later fell upon the floor and expired almost instantly.

One who was a teacher at the time has left the following on record:—

"On the evening before he was in the girls' collection, and read to them the 141st and 143d Psalms.



Dubré Knight.

A peculiar weight of manner and personal adaption of the language was noticed by many.

"A solemn hush, a holy calm
Filled all the evening air,
As in the words of David's Psalm
He poured his soul in prayer.

"'Thy loving kindness in the morn
Cause me, O Lord, to hear;
In thee I trust; teach me thy way,
My soul to thee I bear.'

"Deliver me from all my foes,
To thee I flee from ill;
Thou art my God, thy spirit's good,
Teach me to do thy will.

"Into the land of uprightness
Lord, lead and quicken me;
For thy name's sake and righteousness,
From trouble set me free.

"In mercy cut off all my foes,
And those that grieve my soul,
'I am thy servant.' Then he ceased,
And o'er us silence stole."

CHAPTER XVI.

A BRIEF RECORD OF WESTTOWN FIRES.

BEFORE entering upon the events of another administration, it is needful that a slight digression be made to consider a subject always of peculiar interest to large institutions. Certain occurrences in the year 1868 make this a proper point in the narrative to treat the subject at some length.

Westtown has escaped disastrous fires, but on at least three occasions has been in great danger. In the year 1809 a slight fire damaged the ceiling of the girls' arithmetical room, later known as the family parlor. This started from a defective flue, and must have smouldered for some time before it was discovered. The opening of the door in the morning or some current of air caused it to burst into flame, and at once the alarm was given. Tradition says that some one of the officers, knowing there was no immediate danger and fearing a panic, locked the door of the girls' chamber. The girls, however, kicked a panel from the door and soon reached the lower floor. Either with or without their aid the fire was quickly extinguished. The purchase of a supply of leather fire-buckets and the employment of a watchman to patrol the house regularly during the night, were two immediate and permanent results of this little scare.

A few of the former are left as surviving relics in the attic of the present building. Some of the watchmen remained so long and served so faithfully in their day, that they became picturesque characters indelibly associated with the memory of Westtown.

The next important fire alarm was in 1837, when the roof of the house was ignited during the day time, apparently by a spark from a chimney. Fortunately there was nothing above the flame to burn, and the slow progress downward gave time for the boys and girls to organize bucket brigades and pass water to the men on the roof, in sufficient quantity to save the building. Alexander Speakman was a carpenter's apprentice at the school, and his version of the affair may be accepted as authentic. It was his belief that a fire of equal size anywhere in the body of the house, with inflammable material above, would certainly have been fatal to the structure.

For thirty-one years after this, no fire of importance occurred. There are stories afloat of some alarms, which served first as cause for panic, and then for amusement, but the very dates of these are lost, if, indeed, they were not in part the workings of vivid imaginations in the minds of those who loved to tell of exciting school-day experiences. In the meantime a slate roof on the buildings, water tanks in the attic, and hose attachments on the different floors had contributed to give a feeling of security.

The Fourth Month of 1868 witnessed the next recurrence of danger from this source. It was vacation. After the death of Dubré Knight, Joseph and

Hannah E. Snowdon had been at the school for some weeks, but had returned to their home at the close of the winter term. Jane W. Knight was the only general officer at the institution. Again Alexander Speakman, for many years the faithful carpenter, was found in the right place at the critical moment. He had returned late with a load of lumber from West Chester, and at dusk noticed a strange light at the lower end of the boys' gallery. A few minutes later, and the carpenter would have been on his way to his home, half a mile distant. As it was, the alarm was promptly sounded. Lyman Page, the baker, and Lucy, his wife, kept the large bell ringing. It was after the usual supper time, and the continued sound of the bell soon brought David J. Scott from the Stone House, and Elisha Roberts with his men from the farm house. Three sons of Alexander Speakman came from the store near the so-called colored meeting house. They were all strong men, and did efficient service.

The origin of the fire always remained a mystery. It seemed to start in a box cupboard between the boys' bath-house and their outer buildings. It spread with alarming rapidity, and gradually worked its way up the gallery toward the main building. By joining sections of hose a considerable stream of water was thrown upon it, but without sensible effect. A strong wind was blowing, but not directly toward the house. Burning shingles as large as a man's hand were carried as far as to the old chestnut tree beside the brick walk.

The Old Carpenter Shop.

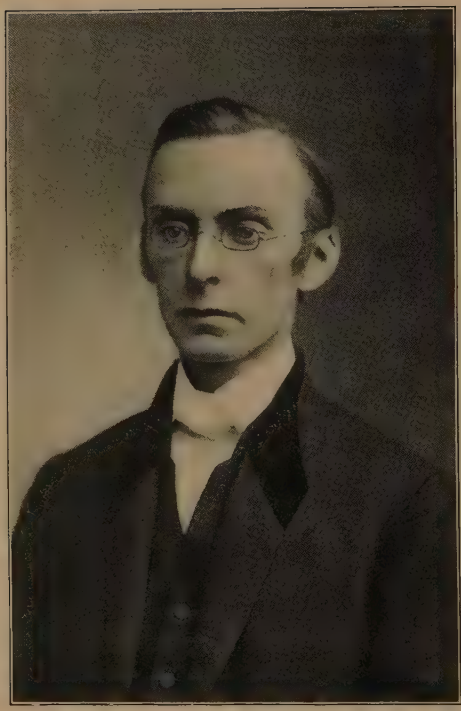
The men fought the flames for some time, but it became apparent that the fire was slowly gaining. Little by little it was eating its way along the gallery, and that structure was eminently fitted to act as a suction tube to lead the flames toward the nursery and the main building. Plainly the situation was one of imminent peril. Evan Smith, the courteous colored hostler of the time, was started on horseback to ask aid of the fire department of West Chester. Some of the citizens of that place started to pull their fire engine by hand to Westtown. Lewis Forsythe, the book-keeper, having little faith in the fireproof qualities of the safe in the office, proceeded to remove therefrom the most valuable of the books and papers.

The men at work had a sickening feeling that they were losing ground, and that Westtown was doomed. Still the progress of the fire was slow enough to give them time to think. Since the long gallery was the element of danger, why not cut it in two and break the connection? No sooner said than done. Strong men with axes approached as near as possible to the fire, and broke down the roof and walls of the gallery. There was no time to regard boys' clothing and possessions, safely packed away under lock and key for the vacation month. As the gap widened, the plan proved even more efficacious than was expected. They had hoped to make a break beyond which the fire would not pass. The influx of cold air not only stopped the suction, but actually set a counter-current against the fire, which tended to drive it back. The men redoubled their

exertions, and the flames were subdued before they reached the gap in the gallery walls. Thenceforward the hose was used to play upon the walls of the nursery to prevent it from taking fire, and the bath-house and play-shed were allowed to burn undisturbed. The whole amount of material actually destroyed was equal to a moderate sized dwelling house. The loss was covered by insurance.

The West Chester fire department struggled manfully with their heavy engine. As before mentioned, the carriage road in those days led by Milltown and over Walnut Hill. Overcome by sheer fatigue, the men came to a standstill while yet a mile from the school. Here they were met by information that the fire was under control. Refreshments of Westtown pie and whatever else there was at hand were sent to the firemen, and two horses from the school hauled the engine back to West Chester. The Committee afterward subscribed $50 to the funds of the company in recognition of their willingness to help in an emergency.

The parts burned were restored with improvements during the next summer. Some famous old sleds, and equally famous inscriptions in the boys' play-shed, dear to old scholars who had grown familiar with them, were lost in the conflagration. They could not be restored, and the play-shed never seemed quite the same without them!



Charles J. Allen.

CHAPTER XVII.

THE ADMINISTRATION OF CHARLES J. AND MARTHA D. ALLEN, 1868–1869. FINAL SURVEY OF THE OLD BUILDING.

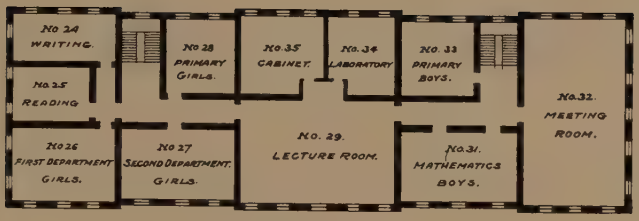
ON the death of Dubré Knight in 1868, Charles J. and Martha D. Allen, of Philadelphia, were appointed superintendent and matron, but did not assume the positions until the opening of the next summer term. They were well qualified by training, sympathy, and high social qualities for the positions occupied by them, but the arrangement was only temporary. Both had been students at the school, and the latter a teacher. Charles J. Allen was pre-eminently the man of business. None knew the details of the finances so well as he, and the brief stay at Westtown gave him an excellent opportunity to oversee the work on the boys' school building which was in process of erection. These friends returned to the city at the end of the year, but did not by any means relax their efforts for the school.

Their short administration does not of itself call for a separate chapter in this work, but the occasion is opportune for giving more in detail than has yet been attempted some account of old Westtown in its later form, both as to the parts of the building, and as to the school which was contained within them.

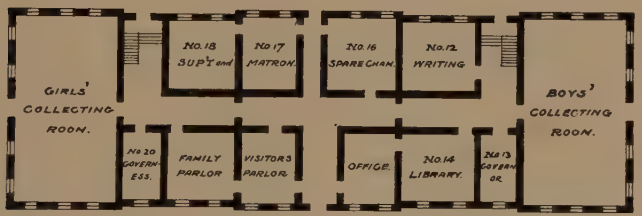
For convenience the year 1868 will be assumed as the last of the old régime. As yet no part of the school work had been removed from the main building, nor had co-education interfered with the separate classification of the students. There were still two entirely distinct schools, under the same management and attending the same meetings for worship, and in winter gathering once a week in a joint audience to listen to lectures, but otherwise having very little in common.

The reader is invited to walk in imagination through the various parts of the building, beginning with the basement, and, since any historical field is more lifelike if it is occupied by real men and women, the teachers whose names appear in the catalogue for the summer of 1868 will be assumed as present for the occasion. The cut which faces this page will aid the younger generation, while the older readers need no guide for such an excursion.

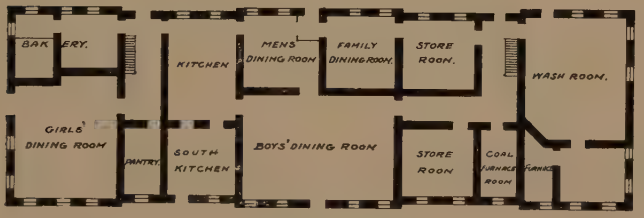
The visitor, therefore, transported to the head of the stairs by which the boys descended to the basement, pausing only to note that the long reach of the boys' gallery (not shown in this sketch) is in plain view, descends to the dark hallway below. Beneath the steps is the door leading to the boys' wash room, where for many years the wood was cut for the whole institution. Adjacent is the door leading into No. 9, once the boys' primary, but now a store room. Passing the door of the coal cellar and furnace room, and a little farther on the left another store room, he reaches by a dark hallway the boys' dining-room.



SECOND FLOOR PLAN.



FIRST FLOOR PLAN.



BASEMENT PLAN.

GIRLS' SIDE BOYS' SIDE

Plan of Old Building 1868.

Once it was occupied by both girls and boys, the girls sitting at long tables on the western side. Tradition says that the latter were shielded from the gaze of their brothers by a screen or partition, which, however, extended only part way to the ceiling. Boys acting as table waiters in those days must walk past the lower end of the girls' tables in order to reach the kitchen, and many a story was told of bashful youths who dropped dishes or tripped, under the disconcerting gaze of so many eyes! Now, however, the girls have their own room, and the most embarrassing thing likely to happen, either by plan or accident, is that a boy and girl may meet in the kitchen at some point from which supplies are drawn.

The dining-room is furnished with long tables, each seating about fifteen on a side. At noon each table has a teacher for carver. He sits on a bench at the south end, and at his side are two table waiters. All boys take their turns at this service, a week at a time. Near the teacher sit two boys, known as monitors, who assist in serving the plates. All provisions except bread and butter are placed at the head of the table. Monitors are "officers" who serve for a month at a time, and are allowed to sit up until ten o'clock. At the morning and evening meals only the governor and second care teacher are in the room, and they eat with the boys or not, as suits their convenience. The family dining-room for the superintendent's family and for teachers not in care, is north of the boys' dining-room, as is also the apartment known as the men's dining-room. These are reached

by steps in the bell house, a small extension to the north, which is exterior to the main building and is not shown in the accompanying ground plan.

Pursuing his explorations to the westward, the visitor steps from the dining-room into the main kitchen of the establishment. Before him, as he enters, is the bread cutter, a primitive but effective piece of apparatus, widely known and not readily forgotten. It is shown opposite, and the original is preserved in the museum at Westtown. The south kitchen at the left is used for preparing vegetables and doing the rougher work. It opens to the area on the south, where a great supply of water can always be had from the immense cistern in the front yard (see p. 110). Following the line of open doors, the visitor passes a pantry on the left and the stairway on the right, and reaches the girls' dining-room. This is similar in its furnishings and customs to the boys' room already mentioned. The same quiet is preserved, conversation avoided, and dishes are "passed" in obedience to monosyllabic requests. In summer time the girls gain the open air by a door beneath their porch, or, like the boys, reach their wash room by a connection from their gallery.

At the extreme northwestern corner of the basement is the bake room, presided over by Lyman and Lucy Page. Here is produced all the bread eaten by the family, requiring sometimes more than a barrel of flour per day. Here, too, are baked the pies so famous in Westtown annals. They form the staple article three evenings per week, and are

Old Bread Cutter.

the "exchange currency" for rewarding light keepers, bath-room keepers and numerous other officers. These are the pies which call forth such praise as this from a man who was once a boy at Westtown:—

"The one distinguishing feature of the Westtown ménu was pie. It is evidently a mistake to call pie a New England institution. Wherever it may have been born, its home was at Westtown, and it reached its highest estate and became a fetich there. Dried apples and dried peaches were chiefly used in the manufacture, but the material was quite secondary to the more important ingredient of skill, which so entered into the composition as to make the most simple preparations palatable and wholesome and a 'joy forever' to old Westtown scholars."—*Old Westtown.*

Ascending by the girls' stairway to the better light and air of the first floor, the visitor has a glimpse of the gallery. Its cupboards contain some wraps and strong shoes for occasional outdoor strolls, but more especially do they contain the eatables which fond parents and friends send from home. These come in boxes by way of 304 Arch Street. Every Sixth-day afternoon a shipment is made from there of such packages as have accumulated during the week. They are packed in an immense crate, mounted on wheels, which the railroad transports to Street Road Station, and the stage brings the parcels to the school. Once in the week, empty baskets or any kind of bundles can be returned to Friends' Book Store by a reverse process. This box delivery is a survival of the old stage delivery. Officers of the school are opposed to the box system, and the Committee have made some attempts to restrict it to the two items

of fruit and crackers. Parental solicitude and youthful appetite outweigh legislation, and the boxes continue to come. Every time the door swings on its hinges there escapes into the hallway an odor of preserves and pastry, and the children are correspondingly happy.

Turning from the gallery, the visitor is standing facing the door of No. 20, the governess's room. The occupant is Sarah W. Moore. Her sway is absolute, but her justice is tempered with mercy, and there are few if any girls who do not love her well. She is a dignified, Christian woman, whose appearance reminds the children of some character read about in books, with spotless cap and handkerchief always perfectly adjusted. A person of middle age, one who has known both joy and sorrow, she is peculiarly fitted to give love and sympathy to those under her charge.

At the right, the visitor sees into the girls' collecting room. The desks are usually in straight rows, unless it be on privilege days or Seventh-day afternoons. Then the companies are allowed to turn the desks around to form little rooms or enclosures, within which they sit with books or fancy work, and enjoy whatever degree of privacy is thus secured. From this room the girls go two at a time to meals and to meeting, and singly to the chamber, after the evening Bible reading. The platform at the extreme right is occupied by the governess's desk, and by long settees for such teachers and friends as may attend the evening collections.

Old North Door.

Turning toward the east and passing No. 20, the visitor has on his right the family parlor, used on First-day evenings by the teachers, and by the Committee at the times of their stated visits. At the left is No. 18, the lodging room of the superintendent and matron, and adjoining it is No. 17, their sitting room, which opens on the transverse hall. Passing through the heavy double doors, the visitor finds on the right the reception room, and a step beyond brings him to the transverse hall which marks the middle of the house, and extends from the front door at the south to the bell-house and stage landing at the north.

It is recalled that many rooms in the house have been variously transformed. Not so the reception room, and the office just within the front door. Through all the mutations, they have remained the same. The very furniture seems a part of the rooms, so simple and strong is it. The book-keeper in the office, and the genial friend of all, is Lewis Forsythe. He is descended from that John Forsythe who was the first teacher in 1799. His own memory goes back to the days of Enoch Lewis of trigonometry fame, and he delights to tell how "Master Enoch" used to be puzzled sometimes over the Q. E. D. of his own demonstrations. He lives in Forsythe Cottage, which has been enlarged and improved for the convenience of his family.

Continuing toward the east, the visitor passes, on the left, room No. 16, which also opens on the transverse hall, and is the one spare chamber reserved for

the use of visiting Friends. Near the intersection of the two hallways is the old clock which regulates the time of the establishment. Beside it passes the rope by which the great bell is rung. This may be reached either from the basement or from the first floor. Above that it is encased in wood, and passes through the chambers and over pullies to the bell on top of the house. The bell has a very fine tone, and is so new that the pleasure with which it was welcomed is not yet forgotten. Joseph Henry Wills, of Mt. Holly, N. J., was instrumental in raising money for the purchase of this bell in the year 1865. One of the most coveted minor offices open to smaller boys is that of bell-ringer.

A few paces more, and the visitor passes the double doors which mark the west limit of the boys' apartments. On the north side of the hall is No. 12. It is always spoken of as the writing room, although geography is also taught here. Zebedee Haines is the teacher in charge, having taken the place vacated by William Kite within a year. The teaching is effective, but it is noted that the day of Spencerian "hair lines," "right curves," "left curves," etc., has not yet come to Westtown.

On the south side of the hall is the boys' parlor and the school library. It is the parlor in the sense that the boys use it between schools, and it is the library in that the books are kept in locked cases around the walls of the room. Once in each week for half an hour the cases are unlocked, and Lewis Forsythe gives out books to such as desire them. A

boy never gives his name at such times, but always his register number. The formula is, "No. 826 wants 5170." Books are gathered up in breakfast collection by some "case keepers," who go rapidly down the rows in the collecting room and make lists, using the register numbers again, and the books and accompanying lists are carried to the office. There is no librarian in any broader sense of the term, nor are the books accessible for reference at any other times by the students. The girls have a similar opportunity on another day of the week.

The room is cared for by a woman who likewise does the boys' mending. The present incumbent is Rebecca Embree, and never was woman more faithful, nor her kindness of heart more unfailing. The room is small, and its capacity as a parlor is often strained to the utmost, especially during the stormy winter season.

The next room is No. 13, the governor's room. It is a narrow apartment with a door at one end, and a window at the other. David J. Scott is the incumbent. He was married a year or two before this, and lives in the Stone House, formerly known as the infirmary, on the lane. A continuous second-care teacher, called an assistant governor, was employed at the time, and he is often seen about the room. It has undergone some transformation of late. The floor is covered by a carpet, a table has taken the place of an old school desk, and there is a clock on the wall. It has something of a homelike appearance, and older pupils are often seen in the room intent upon other ques-

tions than matters of discipline. One listens with surprise to the statement that the room was once even more narrow than it now is. But there is the mark in the ceiling showing where the partition formerly stood. In the early twenties, as stated by Benjamin Hallowell (see page 96), the room contained physical apparatus for lectures. The cupboard on the left, which now contains the washstand, occupies what used to be an opening into the adjoining room, and the lecturer stood in the open space and addressed the boys, who were crowded in front of him. Exactly opposite was another doorway, and when, on a succeeding night, all the girls were brought to No. 14, he could address them and exhibit the same experiments. Those days are past and gone. The school is still famous for its elementary scientific lectures, but they are to a joint audience, and under more favorable conditions.

Across the eastern end of the house is the boys' collecting room. Its use is much as indicated for the corresponding apartment in the west end, with the exception that this room is in continuous use. If it is forenoon when the visit is made, the second mathematical or arithmetical teacher, C. Canby Balderston, is in the room with approximately two-fifths of the boys. This is perhaps the place to refer the reader to page 65, and the early classification outlined there, and to note how much of that same scheme has survived. At the assembling of the pupils at the opening of a term, one-fifth of the boys, those least advanced, are sent to the primary department. The

Boys' Old Gallery.

rest are divided about equally between the first mathematical and second mathematical teachers. The line usually falls so that all algebra students and those above are in the first school, though occasionally the second school has a class in elementary algebra. There is only one school room supplied with blackboards. During the morning, the more advanced students occupy that room, and the second school remains in the collecting room, busy preparing work for the afternoon,—when they exchange places with those who recite in the morning. The teacher sits at the governor's desk, and when there is a full corps of assistant teachers, one of them also remains in the room to assist boys with their difficult problems. Meanwhile the writing and geography classes go from this room, while the teachers of reading and Latin draw from the first department in No. 31.

When the school assembles at eight o'clock in the morning, each teacher has a class in grammar for one hour. The most advanced class may substitute history or Dymond's Essays. Following this is a recess of half an hour, during which crackers are handed. This morning hour is a survival of the hour's work before breakfast which was formerly required. At nine the regular mathematical work begins. During the winter the grammar interval is placed after supper. One short division of the day is devoted to spelling, and each teacher has a class, the most advanced pupils using Adams' Advanced Speller.

Omitting further mention of the gallery, though it is associated with many interesting and amusing

recollections to the old scholar, the visitor passes to the second floor. At the right, immediately at the top of the steps, is the boys' primary school, under care of Thomas C. Hogue. The work of this room is under the exclusive control of one teacher, and it is a general remark that it is better for a new boy, if he falls near the dividing line, to spend a term in this room and learn how to work, than to begin at once to circulate among the several teachers. At the left, extending quite across the house, and equal in size to the collecting room, is the meeting room. This is a cheerful apartment, with windows on three sides. The girls occupy the south side and the boys the north, facing a simple gallery on the west. This room is seldom used for any other purpose than that which its name indicates.

Adjoining is No. 31, the mathematical room, and the leading recitation room in the boys' department. Samuel Alsop, Jr., fit successor to a long line of mathematical teachers, is hearing demonstrations at the blackboard. This is his last term of service at the school. His health is failing somewhat and he is seeking other business. He will be greatly missed when he leaves the school. By character, attainments, executive ability, and in all that goes to make up the ideal teacher, he stands a natural leader among his associates. So profound is the respect of the older students for his opinion that what "Master Samuel thinks" has much the force of law.

If the visitor tarries a moment in the room, it will be noticed that no two boys have the same lesson in

Joseph G. Harlan.

Samuel Alsop, Jr.

mathematics. The work of that room is on the individual method. Each student reports progress and demonstrates at the board enough to show that he understands his work. There is nothing in the pressure brought to bear by other teachers, to prevent boys who are naturally inclined to mathematics from spending a great deal of time on that subject. This fact, coupled with the inspiriting example of Samuel Alsop, gives a great impulse to mathematical studies. Stories are told of boys who master Playfair's Euclid in six or eight weeks, and make corresponding progress in higher mathematics. Boys do not, as formerly, calculate eclipses, but Herschel's Outlines of Astronomy is a regular text-book in No. 31.

Continuing westward on the second floor, the visitor reaches No. 29, the lecture room. Charles Potts is the boys' reading teacher, and he occupies this room. It is large enough to hold the entire school, and the seats rise gradually toward the south. The room is the home of the boys' assistant teachers between schools, and is also the place of meeting for the Westtown Literary Society on one evening in each week; in winter time it is the lecture room, so that it may be said to be in constant use. Master Charles places the reading classes some distance from the rostrum where he sits, so as to encourage distinct enunciation. He has certain favorite passages for use in drilling the classes, which are chosen from *Select Reader No. III.*, *The English Reader*, *The Sequel*, *Selections from the Poets*, and Cowper's *Task*. Sometimes, when all is quiet and only the hum of

school work can be distinguished, suddenly a stentorian voice is heard to give nautical commands with startling force and energy. Then the old scholars glance knowingly at each other and whisper to their neighbors: "Master Charles is going to 'board the main tack' to-day." And so, as the day wears away, and pupils hear the oft-repeated commands, they wonder how one man can make more noise than a whole benchful of boys.

Between the lecture room and the north wall there are two small rooms, Nos. 34 and 35. No. 34 is the headquarters of the classical department. Henry N. Hoxie is the teacher, and he sustains a character all his own. The finest literary scholar in the school, his reputation is dependent more on that fact than upon his knowledge of ancient languages, though by no means deficient in the latter. His classes in Latin are neither large nor numerous, and his time is filled up by having charge of the work in chemistry. The bottles and appliances of this department adorn the walls of the little school room, except one corner which is occupied by a case of minerals collected by former teachers and students. No. 35 contains the physical apparatus used in lectures; also the small collection of mounted birds, etc., belonging to the institution, mention of which brings up the names of Davis Reece and his friend, John Cassin.

Passing the double doors at the west of No. 29, which doors mark the boundary between the boys' and the girls' territory, the visitor sees at the right the girls' introductory department, No. 28, presided

Margaret Lightfoot and Martha C. Barton.

over by Rachel A. Cooper, of West Grove. At the left is No. 27, the girls' arithmetical or second school. Martha Sankey presides here, and her work is characterized by great thoroughness. The room is furnished with desks, and girls have regular seats assigned to them. When not reciting they prepare the lesson next in order.

A little farther along is room No. 26, a seat in which is the goal to which every Westtown girl aspires. She speaks exultingly if already in No. 26—expectantly if still in No. 27. Mention of one of these numbers in connection with a girl's name sufficiently indicates her advancement. Having these two large rooms on the second floor, the girls' collecting room is practically deserted during the hours of school.

Sarah Baily teaches the girls in No. 26, as she taught their mothers before them. Thirty-four years she has been thus engaged, and no one at Westtown is more widely or more favorably known than she. Most of her associates in the various rooms are her former pupils, and now that she is beginning to talk of leaving Westtown, girls naturally wonder who will be found to carry on the work so long associated with her name. Time has wrought its gentle changes on her frame, but it has not lessened her love for knowledge. It is doubtless because she is always learning that she has preserved her intellectual freshness, and retained her hold upon the affections and the minds of so many students.

At the end of the hall is No. 25, the reading room. A few months earlier Mary L. Michener would have

welcomed the visitor. It is remembered that several of the recent incumbents in No. 25 have been women of queenly and dignified presence. Mary L. Michener, Elizabeth Chambers, and Margaret Lightfoot have been among them. Pupils begin to wonder if vocal exercise is specially conducive to fine physique. Just now the girls have no separate teacher for that department, and Charles Potts devotes certain intervals of each day to the instruction of their classes.

Finally the visitor pauses before the door of the northwest corner room, No. 24. Sarah B. Boswell is there as teacher, but she is new to the place, and the traditions of the room are not yet connected with her. It is kindly Martha C. Barton whose spirit seems to cling to the room. She has finished her twenty-six years of continuous service in one place, and has gone to live among her relatives and friends. If she were present, her inquiries would probably reveal the fact that she not only knew the visitor, but his family for a generation back; and it is well understood that later, so long as she lives, she will keep his children also in her mind and heart. This wonderful memory seems to have been given to Teacher Martha that she might be everybody's friend. Such she was enabled to be. She taught writing and geography, but it almost seemed that her school work was the least of what she did for the community. She extended to all homesick and afflicted girls the unbounded sympathy of her gentle nature, and her influence was rather upon the heart than the intellect. All this the visitor hears as he looks around

Girls' Chamber, Old Building.

A Girl's Room in the New Building.

the room, not in words as here stated, but in the loving reminiscence which the very room inspires. Martha C. Barton and Sarah Baily! They have done much for Westtown, and their names are indelibly stamped upon its history.

The visitor passes next to the girls' chamber on the third floor. This, like the boys' quarters above, is partially divided by arches into five sections. The beds are closely arranged in rows, and the trunks so placed as to be easy of access. Perhaps the remark most frequently heard, if one listens to numerous visitors, is a recognition of the absolute cleanliness and neatness of everything. Like other arrangements, these chambers will be spoken of hereafter as quite antiquated, but every boy and girl knows that the sleep is as sound, and the rest as complete, as in more sumptuously furnished apartments.

CHAPTER XVIII.

THE ADMINISTRATION OF AARON AND SUSANNA F. SHARPLESS, 1869–1874.

AARON SHARPLESS, grandson of Joshua Sharpless (see p. 51), and Susanna F. Sharpless, (granddaughter of John Forsythe, one of the first teachers at the school), had always been familiar with the traditions of Westtown. Aaron Sharpless entered first as a pupil in 1823, and was added to the Committee in 1846. He was a plain farmer, but of more than ordinary good sense, an elder of discernment and religious experience, and on all practical questions a man of excellent judgment. The matron was a pupil first in 1829 and was added to the Committee in 1864. Both represented that of which Westtown was an exponent—good, practical education, and lives of self-denial, dedicated to the service of Truth.

Turning to the material and outward changes of these years, it is convenient to note first the completion of what is now called Industrial Hall, then, and for several years called the New Building. This was a solid brick structure fifty-four by sixty-eight feet in size, two stories in height, with large basement and attic. The first floor contained a collecting room for school purposes, and two school rooms. On

Old Westtown from Boys' Bounds.

the floor above were four recitation rooms. When these were brought into use in the autumn of 1869, all the boys' school work was transferred to the new quarters. Thus the main building was left for the most part unoccupied by the boys during six hours in the day. All the rooms on the second floor, as far east as the meeting room, were appropriated to the use of the girls. It now became possible to add to their comfort in several particulars. No. 28 (see plan on p. 146) became a private parlor for the women teachers, and No. 27 a parlor for the girls. No. 25, somewhat reduced in size, was set apart for the girls' assistant teachers, while classes in reading were accommodated in No. 33.

The subscriptions for Industrial Hall had amounted to the sum of $19,831, somewhat more than the cost of the building. The remainder, with other subscriptions for that special purpose, defrayed the expense of a new dairy barn, which was finished in 1870 at a cost of $6,723. Aaron Sharpless had already become dissatisfied with the butter supply for the school, and had taken some steps to improve it by buying fresh butter. Now, the one immediate and gratifying effect of the enlarged dairy accommodations was a full supply of fresh farm butter for the use of the family. Previously fresh butter had been supplied two meals in the week, and firkin butter at all other times. While the latter was fairly good, it suffered by comparison with the home product, and the authorities were glad to be enabled thus entirely to remove one cause of possible complaint. Dr.

Charles Evans, of Philadelphia, and John M. Sharpless, of Chester, were principal contributors, and deeply interested in this movement to improve the dairy. They were ably seconded by the practical labors of Caleb Hoopes, the efficient farmer from 1868 to 1875.

Repeated references have been made to the Westtown pie. During the administration of Aaron and Susanna Sharpless this ceased to be a chief article of diet for supper, but was relegated to its conventional place as an occasional dessert for the midday meal. Reasonable as this change appeared on hygienic grounds, it was not, at the time, popular to the youthful members of the family.

The few occasions, when tried and faithful officers of the school have been removed by death in the midst of active labors, have left impressions upon the household not soon to be effaced. This was particularly true of Sarah W. Moore, the governess, who died on the tenth of Third Month, 1873. As Sarah Walter she had entered the school as a pupil in 1834. Returning to the place more than thirty years later to fill the position of teacher, and finally that of governess, she had in large degree won the confidence and affection of all with whom she was associated.

The Committee, in their report to the Yearly Meeting in 1873, entered at some length into one of the difficulties which was found to embarrass their operations. This was stated to be the frequent changes among the teachers, particularly among the men. It was observed that there were comparatively few who

Teachers' Residence North of Lane.

inclined to the service, and when any were found who were acceptable on all accounts, they were soon drawn to other occupations by the opportunities offered for better remuneration. The Committee hesitated to ask the Yearly Meeting for any increased appropriation, but felt that they must offer larger salaries and more permanent situations, in order to profit by the results of longer experience on the part of teachers. It was proposed that a fund of one hundred thousand dollars be raised, the income of which should be used to increase their salaries. The plan was approved and subscription papers were circulated for the purpose. Within two years the sum of $61,536 was contributed for this object, and some later additions were made. Remuneration to the teachers was materially increased, and a much longer average term of service secured.

Improved accommodations, also, were gradually provided for married teachers. In 1873, the Stone House was remodeled as to its interior arrangements, a brick addition built at the rear, and thus made into two comfortable dwellings. For twenty years the one toward the school was occupied by C. Canby Balderston, and the other for a longer term by Watson W. Dewees. Four years later a double brick house was erected on the opposite side of the avenue, with which the names of Thomas K. Brown and Edwin Thorpe were associated. The house at the end of the lane and Forsythe cottage were also occupied by teachers, and at a comparatively recent date there were six married teachers resident at the school instead of a

possible two or three, as in former times. About the year 1894 there were twenty-five children of these teachers, many of them day scholars at the school, while others were in training in a small family school in one of the houses. Socially and otherwise the families became more strongly identified with the interests of Westtown, and formed a little community of their own. The school profited by the continued service of experienced teachers and the degree of stability thus secured to its faculty.

Westtown continued to receive the attention of the large Committee appointed by the Yearly Meeting. Once in two months a delegation of twelve Friends attended the meetings for worship on First-day, and devoted the two following days to an inspection of the work going on in the different rooms. These sub-committees were so arranged that each member of the general Committee visited the school at least once in the year. Some, who were on sub-committees charged with the management of particular details, were at the school very frequently. Once in the year, also, the entire Committee met at the institution, and the occasion was always one of interest to both old and young.

At the close of each term a public examination was held, occupying most of three days. Every class in the school was thus passed in review before the Committee. Of necessity the examination was brief, but it gave some indication of the readiness of the class, and the manner and method of the teacher. Written or printed programmes were circulated, and the entire

Susanna F. Sharpless.

Elizabeth Chambers Dunn.

work of the past five months was liable to be called into notice. Teachers felt it a point of honor to aim at absolute impartiality, so that it was by no means a prepared show. A sample day's programme is given below. Rooms No. 50 and No. 51 were on the second floor of the boys' school building:—

PLAN OF BOYS' EXAMINATION.

WESTTOWN SCHOOL, SUMMER TERM.

Fourth-day, Ninth Month 30th, 1874.

ROOM.	BEGIN.		
50.	8.00.	3. Scripture,	John E. Forsythe.
	8.25.	1. Chemistry,	C. Canby Balderston.
	9.00.	1. Geography,	Edwin Thorp.
51.	8.00.	1. Scripture,	Charles Potts.
	8.25.	2. Geometry,	Isaac Sharpless.
	9.00.	2. Latin,	John E. Forsythe.
		Recess—9.30.	
50.	10.00.	1. Latin,	John E. Forsythe.
	10.40.	Natural History,	Martha Heacock.
	11.00.	Moral Philosophy,	Isaac Sharpless.
51.	10.00.	1. Geometry,	Isaac Sharpless.
	10.40.	2. Spelling,	Edwin Thorp.
	11.00.	2. Scripture,	C. Canby Balderston.
		Noon—11.30.	
50.	2.30.	2. Etymology,	John E. Forsythe.
	2.55.	1. Spelling,	Edwin Thorp.
	3.15.	1. Reading,	Charles Potts.
51.	2.30.	3. Grammar,	Isaac N. Vail.
	2.55.	6. Scripture,	Martha Heacock.
	3.15.	4. Spelling,	Edwin Thorp.
		Recess—3.30.	
50.	4.00.	Calculus,	Isaac Sharpless.
	4.35.	2. Chemistry,	C. Canby Balderston.
51.	4.00.	Botany,	C. Canby Balderston.
	4.35.	2. Reading,	Charles Potts.
		End—5.00.	

Meanwhile, at the opposite end of the house, in precisely the same manner, the girls' classes were passing in review. It was customary in all cases to allow pupils who were not themselves reciting at a given time, to attend as visitors in the rear of the rooms where the examinations were in progress. The girls' programme for the date above given was as follows:—

Fourth-day, Ninth Month 30th, 1874.

ROOM.	BEGIN.		
26.	8.00.	3. Scripture,	Sarah R. Harmer.
	8.20.	Trigonometry,	Martha Sankey.
	9.00.	2. Botany,	Martha Sankey.
27.	8.00.	5. Scripture,	Julia T. Walter.
	8.20.	1. Grammar,	Sarah R. Harmer.
	9.00.	2. Natural History,	Phebe Nicholson.
		Recess—9.30.	
26.	10.00.	4. Spelling,	Julia T. Walter.
	10.20.	2. Algebra,	Martha Sankey.
	11.00.	Ancient Geography,	Martha Sankey.
27.	10.00.	2. Spelling,	Phebe Nicholson.
	10.20.	1. Arithmetic,	Phebe Nicholson.
	11.00.	3. Reading,	Sarah R. Harmer.
		Noon—11.30.	
26.	2.30.	1. Geography,	Ann Sharpless.
	3.00.	Etymology,	Martha Sankey.
27.	2.30.	5. Reading,	Julia T. Walter.
	3.00.	4. Grammar,	Sarah R. Harmer.
		Recess—3.30.	
26.	4.00.	Universal History,	Ann Sharpless.
	4.30.	1. Algebra,	Martha Sankey.
27.	4.00.	1. Philosophy,	Phebe Nicholson.
	4.30.	4. Reading,	Sarah R. Harmer.
		End—5.00.	

Old Dam.

New Green House.

Little Stone House.

The Stage.

It was customary to close on Fifth-day afternoons in each collecting room with the first Scripture class reciting "Barclay's Catechism." All students were expected to attend. It was the closing exercise of the term's work. The lesson was usually well prepared, and recited without hesitation. The subject, the occasion, the presence of a large delegation of the Committee, all conspired to render the last hour impressive. Often there spread over the room at such times a feeling which was not of man's creation, and the students found their youthful levity subdued and restrained by a power higher than any human agency.

But the days of the public examinations were drawing to a close. In the next chapter it will be explained how other interests absorbed the attention at the end of the term. After a few years the public review of classes was cut down to one day, and then altogether discontinued. The Committee found other means of inspecting the work of the school, and "examination programmes" similar to the above became historical curiosities.

CHAPTER XIX.

SOME ACCOUNT OF THE LITERARY SOCIETIES AT WESTTOWN—ESTABLISHMENT OF THE LITERARY UNION.

LITERARY societies are no part of the work of an educational institution in one sense, but the desire of the students to organize for voluntary literary effort is an indication of mental vigor and healthfulness. While work of the kind does not appear in the prescribed course of study, extended observation has demonstrated the value of such effort. Charles Evans, a member of the Committee and a person of wide experience in varied fields, strongly encouraged such organizations among the students, and gave it as his opinion that the practice which might thus be gained was quite as important as any part of the scholastic training. Westtown students have not been idle in this particular. It is deemed appropriate to notice at length some of the various organizations which have existed.

The recollections of persons recently living, and various written statements agree in placing the birth of the Westtown Literary Society sometime in the year 1829. Four large boys might then have been seen in the northwest corner of Room No. 32 (the northern half of what was afterward the boys' collecting room) engaged, evening after evening, in the eager

discussion of some subject in which they were deeply absorbed. Their manner indicated that their theme was highly important, and the regularity and secrecy of their meetings gave the whole an air of mystery well calculated to arouse the curiosity of their schoolfellows. From these deliberations sprang the infant organization known at first as the Westtown Literary Association, but later under the name appearing near the head of this paragraph.

It is not positively asserted that this was the first attempt at combining for the purpose of improvement in oratory and composition. It may, however, fairly be inferred that such was the case, because no tradition of anything earlier has come down to us. It is known, too, that these four young persons were chiefly concerned to find a place in which to meet, for, strange as it may seem, they had no expectation that their work would receive any encouragement from the officers. Much is told of their quest for a local habitation, and finally of a visit made to the old house of "Ned the Carter." This was an old tenement on the race bank, near where a house now stands occupied by one of the employees of the school. The house existing at that time was of log, vacated as unfit for use. To it the boys repaired one Seventh-day afternoon and inspected the apartments. Access was easily had to the first floor, and by a rickety ladder to the second floor. Here was a low room next the roof. The roof was only the semblance of what it had been; the one window no longer contained four panes of glass, but as many

old hats or bundles of rags. There was no want of light, however, as the holes above and the chinks in the walls admitted an abundance of it.

In this room the Westtown Literary Society began its existence. The furniture was of the simplest. An old barrel, standing on end, served as a seat for the president. Thus elevated, he presided over the deliberations and maintained order in the assembly of four persons. The secretary's table was another empty barrel. The other seats were fence rails resting on stones. Here the preliminary work was accomplished. A constitution was adopted, new members elected and work arranged. The time-honored round of recitations, essays, and answers to questions was fairly inaugurated.

The movement was a success. Its reputation grew. It was so talked about that it could not remain hidden. One day an unusual circumstance occurred. The society was about to convene on the lower floor, for the ladder was wholly worn out, and the prospect of a fire on the hearth below had induced a removal, when, much to their surprise, the superintendent became a part of the audience. Assuming a bold front, the members invited him to a seat, and proceeded with their work. At the conclusion he inspected the minutes of their previous transactions, submitted to him by Yardley Warner, the secretary. The members were much in doubt as to the result. If they were considered offenders they would be punished, and the work stopped. All fears were relieved by a proposition that they should

Joseph Walton.

remove to a school room, and elect some of the teachers as members. This was gladly done, and almost immediately after the removal we hear of Harvey Thomas, a teacher, as president of the association.

It must not be supposed that there was a continuous existence from this time forward. The organization frequently languished in the summer season. Meetings were held in No. 33 in the evenings instead of clandestinely on Seventh-day afternoons. Possibly the new organization shared the fate of some other things, and experienced a lessening of zeal as it emerged from obscurity into the full tide of prosperity. Certain it is that the society required frequent reorganization for the first half dozen years, but as the name is continuous, it is fair to assume that the infant society whose early struggles have been thus fully chronicled was really the beginning of the Westtown Literary Society. One of the log-cabin members writes that "All the vicissitudes of prosperity on the one hand and inertness on the other failed to extinguish entirely that life so signally preserved after the events above mentioned."

In the autumn of 1836 there occurred a general revival of interest. Work was commenced with renewed zeal. A new constitution, consisting of a "preamble" and five short articles, was adopted. Soon nearly thirty members were enrolled. Joseph Walton was made president. Meetings were held after evening school, and occurred twice in each week. An exciting debate was sometimes continued

three or four evenings by successive adjournments. From this time forward minutes and other official documents are preserved. Familiar names begin to occur more frequently. About the first of the year 1837, the minutes state that "Charles Canby proposed the name of Charles Potts as a new member." The plain dealing which characterizes these minutes is striking. On one occasion it is stated that a member attempted to recite "Tell's Address to the Mountains." Actions were none the less plain. Delinquent members were visited by committees. Sometimes it was voted that all the members absent at a given time be "ordered to produce, at next meeting, pieces of composition." A failure to obey such a command was construed to mean a resignation of membership.

The constitution provided for only three officers: a president, vice-president, and secretary. Much of the work now done by a curator or business committee was then done in open meetings. Page after page of entries, similar to the following, occur on the minutes:—

"Howard Yarnall and Seth Warrington were appointed to explain the cause of the geysers of Iceland."

"Benjamin Hoopes and Nathan Garrett were appointed to explain the reason why tears flow from the eyes."

No favoritism was shown in the assignment of work. For several years there was a curious rule which prescribed the order and kind of work to

which each member was appointed. For example, an alphabetical list of the members having been prepared, five members might be ordered to recite, beginning with the letter "A," five to produce essays, beginning with the letter "L," and two to read, beginning with the letter "T." This for one appointment; the next of each class followed in alphabetical order.

The scientific and literary questions were usually of the most practical kind, and were referred to committees. These committees prepared written reports, which for a time were copied in a large book for preservation. In studying the work of these first years there is evidence of great earnestness and zeal, and such material as is left on record is plainly of no mean order.

Early in 1837 appeared the first periodical publication, *The Westtown Miscellany*. It had a comparatively short career, and was not very regular in its appearance. Next came the *Germ of Literature*, destined to an equally short existence. The successive issues of these papers, in manuscript, were not read in the meetings, but were passed from hand to hand, members of the society having the preference. Most of them were afterward bound up and are preserved at the school, where they may yet be seen by those curious in such matters. *The Violet* flourished for a short time, but no copy has been preserved, from which it is reasonable to conclude that it was of a more perishable nature.

The semi-weekly meetings of 1837 did not long

continue. Hot weather reduced the meetings to semi-monthly, and indeed the organization became wholly dormant on more than one occasion during the summers of the next ten years. Those low periods sometimes necessitated a reorganization, and the adoption of a new constitution, or more generally, the old was revived with additions. Thus there are several sets of legal enactments between the years 1836 and 1853, which latter date marks the final adoption of the constitution of the Westtown Literary Society, after which but little change was made.

Rival societies sometimes existed. In the winter of 1837–8 mention is made of the "Penn Literary Society." It seems to have been a wholly separate body, prizing its independence, for it declined to hold joint meetings with the older body. Within two years, however, it was merged with the other and does not again appear as a separate body. Again, in the summer of 1838, Thomas M. Harvey, James R. Cooper, George D. Kimber, David M. Chambers, and others to the number of twenty-one, "believing," as they say in their preamble, that such a society would be of "inestimable value for the purpose of mental improvement," organized a "Select Club," which flourished for one season. The names of nearly all of its members soon after appeared on the roll of the Westtown Literary Association.

There is not much to chronicle in the life of a literary society. Did its members remain for a life-time in the school, and persevere in their efforts, there would be a continued advancement. But the mem-

bership changes. As one set acquire a certain degree of usefulness and experience in the work they retire, and new members take their places. Thus the mission of such a society appears to be to train its members as much as may be, as they pass, but not to expect that degree of excellence otherwise attainable. The history assumes the form of a chronicle, much the same in all its stages. It records a continuous effort, always with much the same quality of material, frequently repeating the same exercises.

In 1840–1, and at intervals afterwards a correspondence by "Epistles" was maintained with the "Philomathean Society" of Friends' Boarding School of Mt. Pleasant, Ohio. Although no copies of these Epistles are known to be in existence, there is evidence that a considerable degree of interest was aroused and pleasure derived from the correspondence by both societies.

The name "Westtown Literary Society" instead of "Association" was adopted in 1848. On the 20th of Fifth Month, 1849, *The Cabinet*, a new periodical, was first issued. This was read in the meeting, and thereafter, so long as the Westtown Literary Society continued, the reading of the paper was a regular and important exercise. The thirty volumes now to be seen at the school represent a respectable degree of talent, and a very creditable amount of effort. They contain much, of course, which will never again be read with profit. They are only useful as indicating the character of the work being

done at particular times. It is probably safe to say that in the earlier volumes will be found some of the best work of the organization.

A few lines will tell the story of the society's library. In the winter of 1853–4 the project was started and a few books purchased, which were expected to be the beginning of a select collection under the control of the society. Several valuable donations were received, and encouragement given that more might be obtained in the future. Soon, however, the plan was abandoned at the request of the Westtown Committee, there being a rule of long standing that no books should be introduced into the school except such as were regularly authorized by that body. The volumes which had been donated were placed in the school library, and those which had been purchased were distributed among the members who had helped to buy them. Two neglected volumes only remain, *Lardner's Lectures on Science and Art*, and they are shifted from cupboard to cupboard without apparent home or ownership, the sole survivors of that worthy, though short-lived concern.

After 1853 little change was made in the Constitution. Additional by-laws were adopted in 1865–6, and the whole printed in neat pamphlet form. Of this constitution as a piece of law-making, it may be said that having been wrought out a little at a time as experience demonstrated the need, it approximated the best possible outline of work for use in such a place. It became the model upon which later constitutions were formed.

The Log Foot-Bridge.

As early as 1837–8 there were standing committees on entomology, meteorology and kindred subjects, and their written reports were sometimes bound up in a paper called *The Naturalist.* Science alone, however, never wholly engrossed the attention of the organization.

The last years of the Westtown Literary Society were by no means the worst. Possibly it profited by the rivalry, or rather the parallel existence of "The Lyonian," since for several years previous to the junction of the two bodies, there certainly was much good work done. The last meeting of each term was always the occasion for special effort. For some years after 1868, all the exercises for these closing meetings were original. A member of the society wrote the concert recitation, which was the only poetry introduced. Some excellent valedictory addresses may be found in the last volumes of *The Cabinet.* A close observer of Westtown in those years will also credit the society with an incidental good, in that it provided a full evening's entertainment for the whole school on the last night of the term, when, according to old custom, the ties of discipline were loosening, and disorders were frequent. The great interest which centered in these meetings, acted somewhat as an outlet for pent-up forces, and tended to promote a harmony of feeling between students and teachers.

All this relates to the efforts of the boys and the men teachers. Some one may ask, What of the girls? So far as can be ascertained, no continuous organiza-

tions existed among them in earlier times. Perhaps their needlework absorbed their surplus energy. Doubtless their ready habit of entertaining each other with concert recitations may have partially taken the place.

The first organized effort of which there is distinct record was the "Social Band," which met in No. 27 from 1865 to 1869, or perhaps later. It is remembered that they had some excellent meetings, but for some reason the society declined. Close upon its extinction "The Lyonian Literary Society" came into existence. Several of the women teachers were members of this, and it acquired a degree of life and activity which promised continued usefulness. Its meetings were held in No. 29, the lecture room, on Fourth-day evenings. The members published a paper called *The Casket*, which was equal or superior to *The Cabinet*.

Co-education ideas were growing at Westtown, and somehow or somewhere the suggestion originated that one joint society, including teachers and the most advanced students of each sex, would establish a higher grade of work and be mutually advantageous. During the winter of 1873–4 the Westtown Literary Society opened a correspondence with the "Lyonian" on the subject. This exchange of ideas was conducted with all the formality which would have characterized the movement, had the two bodies been a thousand miles apart. It resulted in a joint petition to the Westtown Committee. After deliberation, permission was given that the societies be merged

for a few months as an experiment. The Westtown Literary Union was then organized with the membership of the two former societies on its first roll.

The new organization naturally inherited the possessions of its predecessors, and thus owns a considerable manuscript library. Desiring not to adopt old names, it called its paper *The Argosy*. Teachers' names omitted, those occurring most frequently on the first half dozen pages of the minutes of the Literary Union are William F. Smith, Sarah R. Harmer, Margaretta Cheyney, Charles Bell, Edith S. Reeve, Josiah Prickitt, Lydia T. Sharpless, George B. Johnson, Edward S. Edge, C. Allen Hamblin, Sarah F. Downing, William Bishop, Stephen B. Isaac, Wilson Townsend, M. Ella Wills, Charles E. Gause, Elizabeth H. Decou, Annie Thompson, Philip Dunn, Jr., and Elwood Balderston. It is needless to add that the union has been a permanent organization since 1874, and continues to exert a stimulating influence upon the school.

During the winter there are always two or more junior societies in each end of the house whose meetings are not open to the general public, except the closing meeting near the end of each school year. The work done in these younger organizations is often of superior character, and gives valuable training for membership in the one joint organization.

CHAPTER XX.

THE ADMINISTRATION OF BENJAMIN W. AND REBECCA G. PASSMORE, 1874–1881.

BENJAMIN W. PASSMORE, who succeeded Aaron Sharpless as superintendent in 1874, was the son of Pennock and Sarah (West) Passmore, mentioned in former pages of this work. He was born in the Stone House at Westtown in 1826. The name Benjamin was conferred upon him in memory of his father's friend and former associate, Benjamin Hallowell. His childhood from his fourth to his tenth year was spent in the school building. He and his brother Joseph were long remembered as the two little boys in aprons who played up and down the halls. He received his education at the school to which he had now returned as an officer. He had enriched his mind by extensive reading, and was much better informed than his unpretending manners led many to suppose. His married life had been spent on a farm near Concordville. His wife, Rebecca G. Passmore (formerly Cope), had likewise been a pupil at the school. She was among those who excelled in the arts of the housewife, and her cheerful disposition, ready appreciation of humor and near sympathy with the young, saved many an

Benjamin W. and Rebecca G. Passmore.

overflow of youthful spirits from becoming a serious misdemeanor. Officers and students alike soon learned to regard her as a mother indeed of the household.

A brief review of the seven years covered by the administration of these Friends will show that while there were no striking reforms, the school was gradually adapting itself to altered conditions and growing demands. In the consideration of proposed changes, the excellent judgment of Benjamin W. Passmore was of service. While naturally conservative, this tendency was happily balanced by a wise interest in all real improvements.

For several years the hour of evening school in winter was felt to be a burden. Although an old-established custom, the belief prevailed that a redistribution of the labors of the day would be a relief to both students and teachers. The change was made during the winter of 1875–6. All the work of recitation was provided for during the periods of the day, and a quiet study hour in the evening took the place of the grammar recitation. Other modifications followed, each small in itself, but each paving the way for greater changes in the near future.

The subjects of composition, grammar and spelling had long been common to all the teachers. Gradually the distribution of work was so altered as to place a particular subject in the hands of one teacher. This was not all done at one time, but the policy having once been introduced, it came to pass in a few years that Scripture remained the only recitation heard by most or all of the teachers.

During this administration, also, the term "Study Room" came into use. The primary departments remained undisturbed, but the two upper schools were, in a sense, broken up. All boys and girls who were not reciting at any given period remained in their respective collecting rooms to study. Thus the mathematical teachers were relieved of the care of those who were engaged in preparing their next lessons. From this it was only a step to the regular classification of the school and the adoption of names for the classes. Pupils who were fond of mathematics were no longer allowed to push ahead of their general advancement, but were expected to devote their energies to the group of assigned studies.

In the spring and autumn of 1878 there were fifteen graduates from the school. This was the largest number who had yet completed the course of study in any one year, and caused unusual attention to be attracted to the subject. Slight reference has been made in these pages to courses of study and to graduation. To make the matter plain, it will be necessary to go back a little in the narrative.

The limited curriculum in the early years of the school has been noted, also the gradual addition of advanced studies as the average age of pupils increased. The list of text-books in the catalogue for 1853 mentions Plane and Spherical Trigonometry, Astronomy, Chemistry and Physiology for the boys, with Virgil, Nepos and Livy as the only classical authors. The girls had, instead of these, Botany, Rhetoric and Mental Philosophy. A few years later,

these studies and the more elementary subjects preceding them were thrown into groups corresponding to the three principal rooms in each end of the house, and the whole was denominated a "Course of Study."

Thus far, in extending the list of subjects to be pursued, the school had responded to the desires of the scholars. About the year 1861 the Committee assumed a more active part and prepared a detailed course. The printed catalogue says:—"The want has long been felt, by many of those whose children have been educated at Westtown, of a more extended and complete course of study than has heretofore been pursued. To supply this, the Committee, after much deliberation, have adopted a systematic course of instruction in both departments of the institution. This, as will be seen from the accompanying plan, is twofold, viz., a Classical and a Scientific Course."

The work here proposed for the classical section was too full, as was afterward demonstrated, being practically a modest college course. The scientific section differed chiefly in the omission of Latin and Greek authors. The girls' course was shorter than the boys', and the higher mathematical studies were replaced by Whateley's Logic and Butler's Analogy. The publication of this course of study aroused considerable interest among the students. It was a new suggestion in Westtown circles, that of working for a definite goal and a certificate of graduation. One girl received her diploma in 1862, and a class of four boys and three girls, in the spring of 1863.

These were all in the scientific section. Then the zeal for graduation seemed to wear off, especially among the boys. Many started the work, but few remained to finish it. After the experience of some years, the course was cut down to more manageable limits, covering about the first year of a college curriculum. Even then the graduates were few. Students often remained until they had practically completed the course, but having taken no examinations, there could be no graduations. The task of reviewing all the back studies and taking the required examinations had a deterring effect. At this point the teachers united in proposing that written examinations should be generally required in passing from one subject to another. This was in 1874, and when the plan was adopted every pupil became a possible graduate. The girls had kept up a pretty constant line of alumnæ, but only four boys had completed the course in ten years. The new plan was a healthy stimulus, and in the next five years the boys who graduated outnumbered the girls.

Very little ceremony attended the handing out of diplomas at first. The girls received theirs in the family parlor, in the presence of the superintendent and some of the Committee. On one occasion a class of girls recited a valedictory poem in concert, on the last day of the term. The first class of boys did the same. But there was little to make it impressive. As time passed on, teachers and students alike desired to emphasize the occasion, and thus it happened that friends of the students came to West-

Basket Ball.

On the Sledding Hill.

The Bicyclers.

On the Skating Pond.

Cleaning the Pond.

town in increasing numbers to be present at the close of the term. It became the custom for some or all of the graduates to read essays, and for one of the teachers to respond in a brief address. This usually occurred on the two sides of the house simultaneously. Nothing as yet of the class feeling had been developed. A boy's diploma and a girl's did not necessarily imply the same amount of work, nor had the two sexes recited anything together except, perhaps, Latin. There was only one regular Latin teacher, and girls who pursued that study beyond the elements recited with the boys.

The subject of graduation will not be noticed again, hence it seems desirable to anticipate a little the order of events. In the year 1880 the boys and girls first graduated together. Their friends assembled with the school in the meeting room, and the superintendent and Committee took charge of the simple but impressive ceremonies of the occasion. Since that time, increasing interest has been manifested with each succeeding year.

Beginning with 1890 the vacation was thrown into mid-summer, except two weeks at the time of Yearly Meeting in the spring, and a still shorter period near mid-winter. When this was done, graduating exercises were held only at the close of the school year, although the work might have been previously completed. Some members of the Committee or of the faculty usually addressed the class, and many of the customs, and to some extent the terms in use at other schools, began to cluster around graduation day. The

average number of graduates for each of the next ten years was twenty-two, and the company of friends and relatives on graduation day soon taxed to the utmost the resources of the new lecture room. This influx of visitors was at first viewed with apprehension by some friends of the school, not from unwillingness to have old scholars renew and prolong their associations with the place, but because altered conditions were foreseen which must be met and adjusted to the needs of the time. Among these, the question of entertainment was soon settled in the only natural way, by the school extending a general welcome to all who came, and providing a simple lunch in the dining-room.

Enough has been said to show that, although Westtown was never given to sudden or startling reforms, the time had come when changes in methods of teaching and in the workings of the school were rather more frequent than ever before. People sometimes talk about "new Westtown," and endeavor to fix a time when the "old" became the "new," but assuredly there was no such date. It was simply that—

"The old order changeth, yielding place to new."

Westtown never wavered in its main purpose and distinctive character, but a memory covering the last quarter of a century can recall many changes which came about in the most natural way.

In addition to the improvements introduced by the care and attention of the officers, an interesting study

View from the South Porch in Summer.

might be made of perplexing questions which settled themselves, or rather ceased to be subjects of uneasiness. The term used to close on Sixth-day morning. To prevent straggling, the rule that no pupil should leave until the accustomed time, was rigorously enforced. There was nothing for the boys to do after the last lesson was recited on Fifth-day afternoon, and many school-boy pranks and occasional pieces of serious mischief were saved up for the last evening. What the existing administration could not prevent by enactment of rules was cured by two more potent agencies.

First, such of the students as could readily reach their homes that evening were allowed to go on the afternoon trains of the preceding day. This lessened the temptation to mischief. Next, the Westtown Literary Society occupied the evening with a closing meeting, and made the occasion so entertaining that other things were simply forgotten.

Again, for some years, at the time of the breaking up of the school, the deportment of the boys was unsatisfactory while travelling on the railroad. Three cars were left at the station the evening before for the use of the school. Into one of these the girls who had no brothers or cousins were placed. Next a car was occupied by brothers and sisters and cousins. Last of all a car was more or less completely filled by boys alone, and all were locked. Possibly this arrangement was a survival of some old stage rule, when it would have been improper to crowd a lot of strange boys and girls into a dearborn for a

twenty-mile ride from Philadelphia to Westtown, or the reverse; or it may have been simply the carrying out of the idea of separation of boys and girls throughout the school life. Whatever may have been the origin of the custom, the last car was conspicuously noisy. But that difficulty also disappeared when the students began to go in detachments. They entered the cars like other passengers, and behaved like other passengers, and the question settled itself, as many others have done, by the simple substitution of a more natural way.

Jonathan G. Williams.

Susanna R. Williams.

CHAPTER XXI.

ADMINISTRATION OF JONATHAN G. AND SUSANNA R. WILLIAMS, 1881–1891—ERECTION OF NEW BUILDINGS.

JONATHAN G. and Susanna R. Williams, of Moorestown, N. J., assumed the duties of superintendent and matron in the Fourth Month, 1881. The former was educated at Friends' Select School, Philadelphia, and at John Bullock's school in Wilmington, Delaware. He had been on the Committee since 1873, and was already identified with the management of certain material interests of Westtown. Susanna (Roberts) Williams was a daughter of David and Rachel Roberts (page 128), and entered the school as a pupil in 1846. Their administration lasted for ten years, from 1881 to 1891, and covered the period of rebuilding, in the course of which almost every portion of the former structures disappeared.

Jonathan G. Williams was a close observer of men and affairs, and his business ability and executive powers found ample scope for their exercise in the stirring events of the time. As regards the interior workings of the school also, some important modifications were made, continuing the changes begun during the previous administration. Not having

been educated at Westtown, the superintendent was thus free from the binding force of traditions, and he saw all the more clearly what customs had outlived their usefulness. The long established language companies soon disappeared. The collections for meals, and the walking out of the pupils, two by two, in order of size, were discontinued. This last was a manifest gain, since the students were reasonably sure to present themselves at meal times.

A change was also made in the dining-room arrangements early in this administration. The partitions were removed from between the boys' dining-room and the two rooms on the north (see page 146). The school was small during the summer of 1881, and permission was given to have the boys and girls eat at the same tables. The superintendent's family-table was continued, but the teachers and other officers were distributed at the various tables. First of all, the groups of brothers, sisters and cousins were assigned places in the room, and then the remaining seats filled by other students. Rational conversation was no longer discouraged, but the reverse. A little restraint was felt at first, and it was suggested that some of the bashful ones would not eat enough to satisfy them. Most of the difficulties, real or imaginary, gradually disappeared. The substitution of small tables accommodating twelve people, and the occasional redistribution of seats, at the discretion of the governor and governess, followed in course of time. The joint dining-room, tried at first as an experiment, was never discontinued.

Boys' Wing.

The normal class, under the care of Ann Sharpless, was instituted in 1881. It provided special instruction for those who were expecting to devote themselves to teaching. From the nature of the case this class never included a very large number of students, but the department has been useful in its special field, and has contributed to extend the influence of Westtown on the great body of the Society.

For several years there was an increasing sentiment throughout the Yearly Meeting that the time had come for a general remodelling of the buildings of the school. The report of the Committee in 1882 referred to the frequent repairs necessary to the main building, and the difficulty of securing the accommodations desired. Again in 1883 the subject was treated at some length, and a definite proposition was made that the Committee be allowed to proceed "with such renewal or extension of the present structure, or the erection of a new one, as may be found judicious by the Committee, when the means necessary shall have been provided by voluntary contributions." The Yearly Meeting gave the requisite authority, and a more active agitation immediately began. Addison Hutton was engaged as architect, and a sub-committee of eight men and eight women were set apart, by whom much labor was expended in determining the best form of building. When they had reached a conclusion and the main outlines of their plan had been approved by the general Committee, publication was made of the same, and subscriptions were invited. A thorough

canvass of the members of the Yearly Meeting was made, and the subscriptions were such as to encourage the Committee to proceed with preparations for building.

One of the most important minor questions involved was the disposition of the school while the work was in progress. The plan finally adopted seems to have been both wise and judicious. The proposed new building was to be in three principal sections. The site agreed upon made it possible to erect two of these parts without interfering with the old building. The work of the school might go on, therefore, as usual, for at least a year. Difficult as it was felt to be to conduct the school without demoralization, with a large force of workmen in close proximity, the obstacles did not prove as great as at first seemed probable.

The only part of the buildings deemed worthy of preservation was Industrial Hall. It stood near where the dining-room of the new building was to be erected. The first work, therefore, was to move it a distance of two hundred feet to the east and north. This was done early in the summer of 1885, and in preparation for it all the work of the boys' classes was returned to the old building. It was a most interesting lesson in the application of mechanics. Six horses furnished the power which, applied by means of capstans and a combination of pulleys, caused the structure to slide along on a platform of timbers which had been prepared for it. The building, of brick and having some heavy chimneys

Industrial Hall.

and interior partitions, with an estimated weight of eight hundred tons, was carried through space at the same level at which it started, and when the foundation was restored, it seemed no worse for having been moved.

Meanwhile the contract for the erection of the boys' wing and central building had been awarded to Henry Taylor of Philadelphia, a pupil at Westtown in 1865–6. On the 25th of Fifth Month a delegation of the building committee staked out the location. The main front was placed parallel to the line of the old building, but twenty-five feet farther back. A band of Italian laborers had been engaged for the unskilled work, and they erected a shelter for themselves on Chester Creek, near the old picnic ground on the northern boundary of the farm. Stone for the foundations was quarried on Walnut Hill.

On the 30th of the month ground was broken by the workmen, and the long task of excavating cellars and building in foundations fairly commenced. Thenceforward the occupants of the school were enabled to watch the slowly rising walls, and observe the future Westtown gradually taking shape.

By the opening of the winter term of 1885–6 Industrial Hall was again in use, the students gaining access to it by a covered passageway around the kitchen of the new building, and thence to the door of the basement.

The two parts of the building in process of erection were placed under roof in the spring of 1886, and toward autumn were approaching completion.

The boiler house also was nearly done, but many circumstances conspired to delay the actual finishing of the various buildings under way.

While this preparation was going on for the complete renewal of the protecting shell of Westtown, a number of her children were taking steps to unite themselves more closely together for social purposes, and in the interests of their Alma Mater. On the 28th of Eighth Month, 1886, there was a gathering of alumni at the school. A proposition had been made that the one hundred and sixty-eight graduates should hold a reunion and form a permanent organization. Ninety-two were present. They dined at the farm, and afterward held a meeting at the school wherein steps were taken for perfecting an organization and providing for future meetings. Jonathan G. Williams gave them pleasant words of welcome, and Isaac Sharpless, J. Henry Bartlett, Mary Anna Balderston, and Walter Brinton delivered brief addresses or read papers. The gathering is chiefly interesting as the first of a series of such reunions, and the beginning of a movement destined to exert an influence upon the future of the school.

On the 30th of Ninth Month graduating exercises were held for the last time in the old building. Morris E. Leeds, James G. Biddle, Henry D. Allen, Walter S. Taylor, Aurelius N. Carter, Rachel R. Williams, Frances A. Worth, and Emily Haines composed the class, and the occasion was memorable as the last large gathering of any kind held within those walls. The teachers and pupils dispersed on the

The South Front.

afternoon of that day, and when next they saw the house a great change had come over it.

It was hoped that the winter term might be held in the completed portion of the new building. By postponing the opening until the 4th of First Month, 1897, this end was accomplished. It was no slight task which occupied the superintendent and his employees, that of moving the entire equipment of a large school. This was so far accomplished that on the 12th of Twelfth Month, 1886, the old house was locked up and deserted. For a brief period the night-watchman included it in his rounds; then even he forsook the charge, and old Westtown stood dark and silent and grim. The floors were covered with *débris*, the walls were disfigured where the furniture had been, the doors stood idly ajar :—

> "And thou art doomed! The fiat has gone forth
> That fells thy walls and timbers to the earth,
> And bids thee cease to be—and at thy side
> Already springs the fair, usurping form,
> That soon in stately comeliness and pride
> Will flaunt upon thy ruin, and from out
> Thy mouldering ashes, Phœnix-like, will rise
> And spread its wings exultant o'er thy grave."

When the school assembled in the First Month of 1887, the girls were all accommodated in the central building and the first floor of the boys' wing. A temporary partition east of the door of No. 11 separated the boys and girls on that floor. For chambers the girls appropriated the meeting room and some other apartments, while the new library

served them as a collecting room. During that term meetings for worship were held in the lecture room. In this way the school was conducted successfully while the old building was being torn down, and the girls' wing erected in its place. This was done during 1887, but the usual builders' delays occurred, and it was not until the Second Month of 1888 that the work was so far completed that the process of further moving commenced. This was not all done at once, but gradually, as the rooms were ready. The students rendered valuable assistance, the girls especially rejoicing in the prospect of leaving their narrow quarters in central building.

The operation of moving was a double one, for as the girls vacated the rooms in the east wing the men teachers and the boys moved in from Industrial Hall, so that soon most of the regular school work was transferred to the rooms opening on the main hall.

During the summer of 1888 the engineer's cottage was completed and the grading finished around all the buildings. The total cost of all the improvements made in the years 1885 to 1888, including the digging of the well, was $320,956.83, all of which was covered by the subscriptions made for the purpose.

During the entire course of the work Charles J. Allen, Benjamin W. Passmore and Samuel Morris, as representatives of the sub-committee on building, were indefatigable in their efforts and constant in their oversight of the work. The two first mentioned in an especial manner carried the subject upon their minds, and were often at the school, giving

Engineer's Cottage and Boiler House.

the closest attention to every detail of the work. In the case of Charles J. Allen, it seemed that new Westtown, with its ample provision for every need of the family, was the last offering of a busy lifetime, for soon after it was finished he was called to lay down the burdens of earthly existence.

A few other matters belong to this period. A telford road to the station was completed in 1889 at a cost of $6000. This proved a most satisfactory investment, since a good road seemed to place the institution in closer communication with the outer world, and in every way lessened the labor of stage travel, and heavy hauling between the school and the station. The house at the end of the lane was also thoroughly repaired in the spring of 1888, previous to the occupancy of Joseph Rhoads, Jr., who succeeded Charles Potts at the school.

When the school was fully settled in the new building, one of the most important changes was the complete adoption of the principle of co-education. Latin classes had included both sexes for several years, history for a shorter time, and the primary schools were united, so that there was a decided tendency in that direction. About the year 1889 the classes were united in all cases where the time of a teacher could be economized. The two courses of study were also made practically alike, so that a boy's and a girl's diploma meant the same thing. The study of German was introduced, and, under the efficient care of Miriam Elfreth, became a popular and important branch of instruction.

CHAPTER XXII.

ADMINISTRATIONS OF ZEBEDEE AND ANNA P. HAINES, 1891–1896—EDWARD G. AND ELIZABETH S. SMEDLEY, 1896– ——.

THE pleasant task of tracing the history of Westtown for a century is almost accomplished. The transactions of the last few years are too recent and too fresh in the memory of all to permit or to require much detailed treatment in these pages. Zebedee and Anna P. Haines entered upon their duties as superintendent and matron in 1891. Both had been educated at the school, and the former had served a few years as teacher. These Friends were qualified in many ways for the positions occupied by them, but possibly the pupils of those years were most of all impressed by the communications of Zebedee Haines in the ministry. It will be long before the recollection of some heart-tendering occasions will be effaced from the memory of that generation of students.

The re-absorption of the rooms in Industrial Hall into the educational system was completed in these years. The collecting room, No. 45, became the girls' gymnasium, and manual training for the boys was introduced, No. 47 and No. 48 being thrown into one large room. The chemical and physical

Hall-Way of Girls' Wing.

laboratories were equipped with apparatus, and a room in the attic of Industrial Hall was fitted up as a dark-room for those of the teachers and students who were interested in photography. The exhibitions of school work and of the products of the manual training, reinforced by scientific collections and pieces of hobby work, became a feature of public occasions. These called attention to the diversified interests of the students, and stimulated healthy competition among them. While mathematics continued to be an important department of the school, the excellent work in the languages and in science gave the pupils of Westtown an enviable reputation in schools and colleges to which some of them resorted for advanced study.

A granolithic walk along the front of the house and through the girls' grounds added greatly to the comfort and pleasure of the family, and to the neatness of the lawn. A new and enlarged greenhouse, finished in the autumn of 1897, proved an acceptable addition to the resources of the institution for giving an air of homelike cheerfulness to Central Hall and the various school rooms.

Failing health on the part of Zebedee Haines led to change in the heads of the family. Edward G. and Elizabeth S. Smedley began as superintendent and matron in the Twelfth Month of the year 1896. It is an interesting coincidence that the great-granddaughter of Joshua Sharpless should be the matron of the school in its centennial year.

About the beginning of this administration another

important movement was consummated, likely to have far reaching results. This was the appointment of a principal or literary head for the entire institution. At various times in the history of the school the subject had been under consideration, but without definite result. Several years before this, when co-education was advancing, and the necessity of unifying the work of the entire establishment became more pressing, the teachers had united in a petition to the Committee on the subject. Pending any action, an organization of the men and women teachers was effected, which arrangement aided in overcoming some of the difficulties. Later a movement was made by the Committee to reach a solution of the case by enlarging the powers of the superintendent, but it became apparent that the work was too great for one person. Now the time had come for a separate officer with the title and duties of principal. Fortunately, a man well suited to the place and acceptable to all concerned, was found in the person of William F. Wickersham, a graduate of Westtown, and of Haverford College, who had been a teacher at the former place and afterward at Friends' Select School in Philadelphia. He was appointed to the position, and entered upon his duties in the Ninth Month of 1896. The wisdom of this action has been amply demonstrated.

The most significant event in the recent history of the school occurred beyond the limits of its walls. The success of the alumni association, and the various avenues of work which seemed to open before

Girls' Wing.

them, suggested the possibility of a larger body to which every old scholar might be eligible, and by means of which great moral and financial aid might be brought to the support of the institution. An organization was effected by such of the old scholars as could be brought together, at a meeting held in Philadelphia on the fifteenth of Twelfth Month, 1896. Samuel L. Allen was the first President, Anna Eastburn Willits, Secretary, and Albert T. Bell, Registrar.

The energies of the association were at once turned to determining the present residence of all surviving old scholars, and the arrangements for a reunion at the school in the early summer of 1897. This was held on the fifth of Sixth Month, and was eminently successful. Notwithstanding a prolonged rain on the previous night and the appearance of a dull morning, about twelve hundred visitors were present. The day proved favorable after the morning mists had cleared away. The meeting was held in a large tent in the girls' grounds, and dinner was served in and near Maple Grove. At the meeting, addresses were made by old scholars representing the decades back to the twenties, and throughout the day the greatest cordiality and good feeling was manifested. Reports from sub-committees indicated an encouraging amount of work accomplished and many avenues open for future efforts.

Since the first reunion, the Westtown Old Scholars' Association has become more widely known. Many former students have been led to visit the

5, Mo. 30, 30

16

VISIONS WESTTOWN SCHOOL LIFE OF 1843

Coed of Eighty-Seven Years Ago Tells of Her Journey to Quaker Institution by Stage Coach

CITES BIG CHANGES SINCE

BY LAURA LEE

A stage coach bearing an interested, wide-awake little Quaker girl in a dark dress drove up to the Westtown School, twenty-five miles west of Philadelphia.

It had been a long trip, over rough roads, requiring most of the day and necessitating a stop at a tavern while fresh horses were hitched to the coach.

Today, that "little girl," who will celebrate her 100th birthday before many months have passed, smiles in great amusement at the changes that have taken place since the beginning of those school days in 1843.

I found Mrs. Tacy M. Bines in her large cheerful room, at the Pensbury, 5431 Greene st., Germantown, sitting at a small writing desk, deeply absorbed in the daily papers. Above her was a large silhouette of her father, the kind antique dealers pounce upon.

Her deep blue eyes looked up interestedly. Her cheeks, already pink, flushed considerably at the mention of "an interviewer." She, a quiet, reserved little Quaker lady, allow her name to appear in print? It seemed too terrible.

But being a sweet, gentle soul, the kind who finds it difficult to say no, she soon found herself recalling the days of her girlhood and enumerating the astounding changes that had taken place—the replacement of candles which she used to help her father make, by oil lamps, the subsequent wonderful gas light and finally the electric light, one of the many things we take for granted.

Though the lives of young people today are totally different from the days when Mrs. Bines was a girl, she finds little to critisise in the younger generation. Naturally they do different things, find different ways of enjoying themselves. Why shouldn't they, she asks, hasn't everything else changed?

I couldn't help feeling surprised at the broadmindedness of this white-haired little woman who was trained by the most rigid of standards.

"Of course we were never allowed to sing at Westtown," she said. "Sometimes girls would get together in the bathroom or off in some far corner and break the singing rule. But if they were caught, they were severely punished.

"We had no sports whatever, and I can't remember that we even took part in any games. Our chief form of amusement was walking or sitting in a swinging boat, one girl at each end.

"And conversation at the dining table, other than to ask for something, was against the rules. We sat in long rows, and each row of girls drank water from one mug, which was passed up and down the table. You might have thought we would have got all kinds of germs, but we didn't know about germs and no one got any," she said with a sly smile.

"Our fare was very simple. The evening meal consisted of nothing but mush and milk or sometimes as a special treat, dried-peach pie and milk, but never anything else. It was apparently a healthy diet.

"We ate out of pewter poringers and bowls. They were then out of date and were purchased in wheelbarrow loads. Today they are treasured in the china-closets of the school. I gave mine to my grand-niece."

Rules at table were very strict. Once, in a moment of excitement little Tacy upset the pepper shaker on her plate. She paid for her carelessness by eating the pepper, little by little.

Another iron bound rule was no conversation between boys and girls. Though housed under the same roof, they neither played together, worked together nor ate together.

"Boys and girls did wait on the table together," said Mrs. Bines, "but they were not allowed to talk, even when they met in the kitchen. I can't remember that that rule was ever broken while I was there.

"My brother was at school the same time I was. I was only allowed to see him twice a week, but he used to tell me all about the boys I would see in meeting, but couldn't talk to.

"I think that allowing boys and girls mix more freely as they do today, is perhaps a good thing. It is more natural, and of course, many more of them marry.

"When he grew older, my brother enlisted in the Civil War. He was dropped from the Society of Friends, but of course, that wouldn't happen today. I remember my father was terribly upset about it."

Another family rupture caused by the Civil War, which Mrs. Bines recalls, is that of Owen Wister's grandparents. His grandmother, Fanny Kemble, before her marriage to Pierce Butler, refused to live with her husband because he would not free his slaves.

In those early days at the Quaker school, novels and newspapers were barred. Political changes were much less familiar to the young students than the facts of past history recorded in their text books.

It is for this reason that Mrs. Bines expresses surprise at her own keen interest in politics. Though not very strong at the time, she took extreme delight in voting at the last Presidential election.

"I helped elect a good man," she said a little proudly, as though she might have been his aunt, "when I voted for Herbert Hoover. I think Congress often acts like a group of bad boys who need a spanking, when they don't support him as they should, but eventually he always comes out on top."

Mrs. Bines lives alone. She has outlived her husband and three sons.

"But I'm not lonesome," she assured me. "I read too much and there are too many interesting things happening to me to feel lonely."

It does not seem at all out of the ordinary to her that she has lived a century, that her eyes are still bright and her mind and body are healthy. Rather, she doesn't see why she can't move about more freely and do things she once did.

"Perhaps it's because I was too active when I was young," she said, reflectingly, merely smiling at my remark that many younger women would envy her faculties, her happy disposition and her peace of mind.